

BUSINESS EDUCATION WORLD

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PERIODICAL
READING ROOM

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BUSINESS SCENE

■ **Business Outlook**—Whether you feel like dashing out and buying stock or dashing out and selling it depends on the economist with whom you speak last. Some—many—are jittery; some are sure our present prosperity will continue unabated throughout 1952.

• *Gloomy Gus* says three things are likely to take the forward drive out of our economy: (1) stretching out military expenditures until 1954 instead of getting them poured into the economy by 1953; (2) the lassitude in consumer industries, particularly in textiles; and (3) the possibility that capital expenditures in expansion have been made and will now taper off. Complicate those elements further with possible labor troubles, and Gus's story gives you jitters.

• *Smiling Sam* shakes his head at Gus and points out, in rebuttal: (1) the stretch-out in military expenditures isn't a *thinning out* or slowdown but an *expansion* of the program—that 1953 will get just as much business as expected and 1954 will get more; (2) that the soggy spots in some industries are firming up—even in textile fields; and (3) that capital investment will continue high, according to every survey of businessmen's intentions. The labor problem is still a catch, Sam will admit; and the constant possibility of an international explosion is another catch.

• *By and large*, however, it seems that things will go on about as they are—with inflation retreating a little and consumer goods strengthening. No economic cataclysm in sight.

■ **Economic Notes of Note**—Random snapshots of the business scene:

• *Optimistic Businessmen*. The Securities and Exchange Commission has just tied up another survey of what businessmen are looking ahead to. Some findings: Businessmen expect to add \$20.2 billion worth of new plants and equipment in 1952 . . . Manufacturers expect a 5 per cent pickup, all over, above 1951 . . . Consumer durables expect to do better than 5 per cent more . . . Utilities figure a 10 per cent increase over 1951 . . . Mining companies as much as 11 per cent more.

• *Public construction* — hospitals, schools, highways, etc.—are getting a shot in the arm: more materials are available. Many a postponed project is back in the blueprint stage.

• *The seeming slowness* of our getting military production is due, at least in part, to the fact that the spectacular expenditures are largely on the new

“gee whiz” models—which had just been researched and never production-tested when orders were placed a year ago. So, deliveries have been slower than some enthusiasts expected. But production officials are confident that output will pick up quickly. The mid-1953 and mid-1954 goals will be met, they say.

■ **What Businessmen Are Talking About**—

• *There's going to be* a National Secretaries Week (June 1-7), as businessmen and the National Secretaries Association get behind the secretarial desk and boost its prestige. (See p. 429.)

• *Major domestic airlines* have appealed to the CAB for abolition of the 5 per cent discount on round-trip fares and for a \$1 service charge on all domestic tickets.

• *Merchandise dividends* to shoppers who return less than 10 per cent of their purchases—that's the new gimmick being tried out by Jane Engel, New York specialty shop. At present, the plan has already cost the store \$8,000 worth of merchandise.

Objectives were (1) to cut returns, which is a costly bugbear to all retailers; and (2) to bring in more sales. So far, the plan has done both. Returns are down about 5 per cent and purchases are up about 5 per cent (whereas the rest of the city's retailers reported their business on the decrease).

• *Sears, Roebuck and Co.* has started to merchandise, not through its catalogue but through its retail stores, a new car, the “Allstate.” (*Allstate* is the trade name for the batteries, tires, and other auto accessories that Sears has long been merchandising.) The car will be made and serviced by Kaiser-Frazer, which now has 3,000 dealers; it will, however, be sold only by Sears. The Allstate will be in a class with the Henry J. car; Kaiser-Frazer has assured its dealers that Sears will not have a price advantage over them.

• *Detergent soap* has a new use—fire prevention. A few weeks ago the Milwaukee firemen were worried, and with good cause! An oil-storage tank on the bank of the Milwaukee River ruptured, and 70,000 gallons of oil flowed into the river. In the backwashes and eddies, the oil spread up to six inches thick. The whole river became a fire hazard, likely to go off at the drop of a match or a flying spark.

Then the Essential Chemicals Co., Milwaukee makers of detergents, came up with a bright idea. It offered to

launder the river. Experiments showed that, just as Essential said would be the case, a spray of detergent over oil emulsified the oil—turned it into a creamy, nonvolatile substance. So, with the aid of fire trucks, 1,500 pounds of detergent was sprayed over the oily river. In a couple of hours, the oil was licked, and the emulsion floated harmlessly downstream. Now Essential is selling “Prev” (for fire-prevention) right and left.

■ **Business Entrepreneurs**—

• *The Paraplegic Manufacturing Firm* is one that business teachers should know about.

Nils S. Josefson lost the services of both legs while serving as a radio technician aboard a carrier during World War II. He had a long stay in the hospital, then got a job as a television instructor. Other paraplegics weren't so fortunate, Josefson realized. Seeking a way for them to continue useful, busy lives, he hit on the idea of a factory built especially for paraplegic workers.

He did it. It wasn't easy. He sold stock (only to other paraplegics), raised \$22,000, leased a vacant factory building (close to the VA hospital in Chicago), and fitted the factory for men in wheel chairs. Fitting the factory was a major problem until the Chicago and Cook County Building & Construction Trades Council heard about it; so the unions pitched in with free work and free materials (including contributions from their employers) valued in excess of \$15,000. All made to order for paraplegics.

Now 43 of them are earning their way, doing assembly work—fluorescent light fixtures, wiring in electrical sub-assemblies, etc.

■ **Premiums and Prizes**—More and more business houses are adopting a device that is a familiar one to business teachers: the production bonus. Most premiums have been “merchandise incentives” offered to salesmen on the theory that a salesman will work harder to win a luxury prize (which he ordinarily wouldn't buy) than if he's paid off in cash for his extra effort—the privilege of talking about one's prize is effective. It's a 50-million-dollar theory—that's the salesmen's annual take.

• *Now the idea* is being tried out on the production line in industry, too. Westinghouse is testing the idea in its Lamps Division to “incentify” workers to conserve critical defense materials—tungsten, molybdenum, brass, copper, etc. The employees get a catalogue showing the number of points necessary to win each merchandise prize. A tie rack is 130 points; a kitchen chair is 250 points; a bicycle is 8,600 points; etc.

(Continued on page 461)

"Whoa!"

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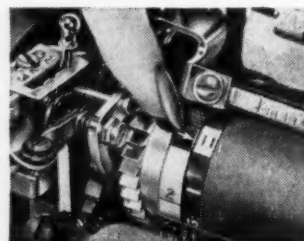
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THE JA-ers buy what machinery is needed, make their own wares, pay themselves wages, keep books. Thus, they get management and labor experience, see their mutual relation in business.



All Photos Courtesy Magazine Section of the Columbus (Ohio) Dispatch
THE JA-ers do their own merchandising, too. This young man is selling, door to door, the metal coasters his junior company makes. JA-ers learn cost of promotion, selling, distribution.

"Junior Achievement"

DR. INEZ RAY WELLS
Ohio State University
Columbus, Ohio

"Neither intelligence nor imagination is a substitute for experience," a radio commentator said. He was not advocating Junior Achievement, but he might well have been. High among our objectives for education is an understanding of democratic capitalism, so that youth in America may cherish its strong points and work to correct the weaknesses of the American Way. Real understanding comes through experience in the system, and Junior Achievement provides such experience.

■ **Organizing a Junior Company**—Through local branches of Junior Achievement, actual experience in organizing and operating a miniature business is provided for interested boys and girls between the ages of 15 and 21. The experiences and the values gained by those participating in JA may perhaps best be described by noting the activities of one junior company.

When ten to fifteen boys and girls express an interest in some area of production or in some service, they meet under the sponsorship of the local branch of Junior Achievement to establish a junior corporation for the manu-

facture and sale of the product or service. They decide upon the exact product to be manufactured or the service to be rendered, select a name for their company, take all the steps necessary for incorporation, decide upon the capital needed, and issue and sell real certificates of stock.

Each Junior Achiever must own one share of stock in his company and may own not more than five, at 50 cents a share. The members of the company sell the remaining stock (sometimes up to 400 shares, if that much capital is deemed necessary by the company).

To be good salesmen, they must know their product, the market for their product, and the probability of success for their company. They learn that capital is necessary for production and therefore for jobs, and that they must assume responsibility to the shareholders for the success of the company.

■ **Management**—Junior Achievers become the board of directors of their company, and in that capacity they discuss and decide upon all general policies pertaining to organization and production, elect officers from their own membership, and delegate power to them. Since rentals, fees, taxes, wages, cost and availability of materials, and costs of distribution are among the problems that must be taken into con-

sideration, they learn the problems and the responsibilities of capital and management.

Each company meets one evening a week for a two-hour period in the Business Center provided by Junior Achievement and financed by subscriptions from local business firms. A nominal rental is paid by the junior company for the use of Business Center facilities.

■ **Labor**—The members of the company are the laborers who make the product. Among the products of the companies in one Junior Achievement city branch were metal and cork coasters, dog tethers, Christmas candles, blouses, aprons, doughnuts, candy, plastic spice trays, all-purpose kitchen shears, leather belts, plastic hose-coupling with soap inside, plastic calendars, telephone-book covers, card-table covers, house signs, and metal mailboxes.

Among the service companies were a printing company, the Junior Achievement bank, and two companies in search of sponsors for variety shows for television and radio.

If, as laborers, they are dissatisfied with their conditions of work or the wages they draw, the problem is turned over to the board of directors (the same people as the laborers), who meet



EVERYBODY IN JA has triple role of investor, worker, and manager. These company officials are inspecting and packaging.



EACH JA branch has a JA bank operation, too. Financial records and statements are exactly like those of any big corporation.



JUNIOR ACHIEVERS set up a real corporation for a year; sell stock. Help from JA branch is verbal, not financial.

to discuss the problems and seek solutions. Thus JA-ers learn, by actual experience as *both* labor and management, the factors that must be considered in labor-management disputes. Labor may help find a way to increase production and cut expenses so that management can afford to pay higher wages.

■ **Merchandising**—In a going concern, the product must be sold—and at the “right” price. Careful weighing of costs, the going-price of similar articles, the market, the appeal of the article, and the best way to package it and put it before the public are problems faced by the sales manager and by the whole company in planning an effective sales program. The members of the company become salesmen again, this time of their own product or service; for, unless their product is sold, the company “folds.”

■ **Records**—All these activities require the keeping of careful and complete records, and constant analysis of them to determine the status and progress of the company. Every effort is made to keep the business running profitably. Occasionally, a company must change from manufacturing a slow-moving product to making one for which there is a greater demand; or re-tool to improve the product or the production rate; or borrow working capital; or face some of the other crises with which senior companies are sometimes faced.

Finally, in May or June, the company activities are brought to a close, the corporation is dissolved, shares are refunded, and (if the company has made a profit) dividends and bonuses are paid. The boys and girls who entered in September have learned from their own personal experience the functions of capital, of management, and

of labor as essential parts of private enterprise—the American way.

■ **Cumulative Effect**—The effect of Junior Achievement can be glimpsed by using a bit of arithmetic. Multiply the experience of the average company, composed of about fifteen teen-agers, by the average number of companies in one branch of Junior Achievement (from 30 to 40). Multiply the result by the average size of the families from which these teen-agers come, whose members have learned from the Junior Achievers some of the business problems and their interrelationships and solutions. Multiply, again, by the thirty-four cities in which are located branches of JA. Finally, add the number of “outside” stockholders of each company, to whom the purposes of JA were explained by the boys and girls in conducting their sale of stock.

It is estimated that through Junior Achievement some one hundred thousand people gained a little better insight into and understanding of our economic system in 1950-1951.

■ **Advisers and Sponsors**—Through all the steps in establishing and operating a business, each Junior Achievement company has expert advice from the local company that is its sponsor, but the Junior Achievers make their own decisions and assume responsibility for the consequences of their own actions.

Each group is supervised by three men, who represent the accounting, production, and sales sides of the sponsoring business. These advisers are top-flight men from their companies. In addition, the Executive Director of the JA city branch, with the guidance of his local board of directors, renders invaluable service to the junior companies.

• A local branch may be organized if enough local business and civic lead-

ers are interested in sponsoring the branch as a public-relations program. Junior Achievement is a nonprofit organization, financed and directed by business and devoted to the interests of business in preserving private enterprise.

• *The movement was started in 1919 in Springfield, Massachusetts, by the late Horace A. Moses, then chairman of the Strathmore Paper Company. Because he felt that young people needed “more than formal schooling” to prepare them for employment in business, Springfield youngsters were given the opportunity to join handicraft clubs, in which no emphasis was placed on business organization and procedure at first.*

Through the years, there was a gradual change in point of view. Although the young people are still trained in correct methods of production, since 1942 the major emphasis has been on helping them to secure a clear comprehension of our economic system through direct experience.

■ **Advantages to JA-ers**—Although Junior Achievement is not to be thought of as vocational training, boys and girls who are members have several advantages over nonmembers when they seek employment after graduation from high school or, later, from college.

From their own experience, they understand the problems of capital, management, and labor and the interrelationship of those problems. Through their own experiences, they have learned to know outstanding business leaders of their communities and to work with them.

They have assumed responsibility. They have exercised leadership. They have worked together as laborers, as labor-management, as board of directors and officers. They have had ex-

perience in getting along with people. They know from experience the importance of being on the job and of giving an honest day's work—not merely to the employer, but to the whole endeavor.

They know from experience the importance of accurate and effective records, and how to keep and interpret these. They have learned, again from experience, the importance of considering the consumer's point of view.

■ **Incentives**—As in business and industry, and in school, incentives to establish and maintain high standards of organization, production, and distribution are offered to Junior Achievers.

Recognition is given to groups and to individuals by the use of certificates, prizes, trips to Junior Achievement trade association meetings and to "sen-

ior" association meetings. Over \$40,000 in scholarships is given annually to outstanding individuals who are members of Junior Achievement.

■ **The School and JA**—In the community having a branch of JA, educational leaders are members of the local Junior Achievement board. Through the schools, publicity regarding the program is brought to the boys and girls each spring, in order that newly eligible students may plan to join Junior Achievement in the fall.

All teachers, and especially business teachers, who are interested in furthering an understanding of economic principles and of business organization and management, and who are interested in helping their pupils gain an informed outlook, can be of assistance in encouraging student interest and participa-

tion in JA. The wide-awake teacher who uses the out-of-school experiences of the students to further their in-school education will welcome Junior Achievers in any class.

Teachers can be of further service in JA by suggesting to business leaders in the community the establishment of a branch where none exists. [Information may be secured by writing Expansion Department, Junior Achievement, 345 Madison Avenue, New York 17, New York.]

Junior Achievement is an exciting project that has gained the enthusiastic support of business, civic, labor, and education leaders. It has been pointed out that the only opposition to JA has come from the Communist-front organizations—for Junior Achievement is spoiling their game.

What Every High School Business Graduate Should Know About **DICTATION** Machines

DR. E. DANA GIBSON
LURA LYNN STRAUB

San Diego State College
San Diego, California

■ **Why Students Need a Basic Set of Skills and Knowledges**—Dictation machines are represented in many schools only by one or more of the older models of Ediphone or Dictaphone. However, the introduction of new models of these machines and of other types of machines has broadened the scope of the skill and knowledge needed by competent office trainees. The term "dictation machines" includes not only the old cylinder-type machines, but also the newer disc, belt, tape, and wire machines (or, for that matter, any machine that will record the human voice).

In this article, the definition includes only those voice-recording machines that have the proper controls to make transcription easy.

■ **Basic Knowledges Required**—The average high school business graduate, as yet, does little upon job entrance to bring herself into contact with dictating and transcribing machines except in the stenographic area. Here she often meets one or more types of these machines.

While a high degree of skill in the operation of these machines is profitable, most schools do not feel they can afford the time and equipment necessary to provide this skill. It is doubtful whether the ordinary high school can or should offer more than basic-acquaintanceship programs in voice-writing. If

the student has good typing skill and has had some training in the operation of one or more types of these machines, it will be possible for her to learn the operation of others satisfactorily on the job. The jobs the *beginner* can obtain seldom will call for more than general familiarity with these machines.

If a high degree of skill is wanted, business demands concomitantly additional training and experience. Those so trained often come from the ranks of the amateur initiate who likes that type of work and has carried on additional study in it. This situation is likely to change as small business men find the many uses to which these machines can be put and adapt them to their needs. To this end, schools will find it necessary continually to evaluate their dictation-machine programs and to keep abreast of changing local conditions.

• **Cylinder or Belt Machines.** Cylinder-type machines involve three separate units: dictating, transcribing, and shaving units. The belt adaptation of one of these machines does not involve a shaving unit, since the belts are used for just one take. Having two separate units—a dictating machine for the dictator and a transcribing machine for the transcriber—makes for great flexibility. In any case, the student should know how to use all units for either type of machine:

- A. The cylinder or belt, and its uses
- B. How to use the cylinder or belt
 1. How to place on dictating, transcribing, or shaving units
 2. How to remove from dictating, transcribing, or shaving units

- C. How to operate the dictating unit
 1. How to adjust the cutting head for dictation
 2. How to adjust the cutting head for playback
 3. How to turn on and off
 4. How to start and stop
 5. How to adjust volume control
 6. How to dictate properly
 - a. How to organize material before dictation
 - b. How to use microphone
 7. How to use the indicator slip
 - a. How to place in holder
 - b. How to make corrections
 - c. How to make additions or deletions
 - d. How to indicate number of carbons needed
- D. How to operate the transcribing unit
 1. How to adjust playback needle
 2. How to turn on and off
 3. How to start and stop: both by hand and by foot control
 4. How to use listening device
 5. How to read indicator slip
 6. How to adjust the volume controls
 7. How to adjust speed regulator
- E. How to operate the shaving unit
 1. How to adjust shaving mechanism
 2. How to start and stop
 3. How to turn on and off
 4. How to remove shavings
- F. How to file
 1. How to label
 2. How to store correctly

• **Disc Machines.** The disc-type machines include those made by Sound-Scriber, Gray (the Audograph), and Edison (the VoiceWriter). This type of machine uses a vinylite disc, like a little phonograph record, on which to record the sound. A typical set of disc-type equipment consists of a dictating unit, a transcribing unit, a "resurfacing"

unit, and possibly a remote-control system.

Only large firms using many, many discs find the investment in a resurfacing machine worth while. The standard 7-inch-diameter disc costs only about a dime and will take fifteen minutes' dictation. In small businesses, the discs are filed or discarded after transcription; in large businesses, the discs are "ironed out" in the resurfacing machine—it is said that a disc can be resurfaced as many as 50 times in some equipment lines.

Remote-control systems are varied. They range from an "extension" for the secretary that is linked to the playback segment of the dictator's machine in lieu of a separate transcribing unit, to a complete telephonic system (such as the Edison TeleVoiceWriter system) in which each of several dictators uses a special telephone hook-up that is tied into one recording machine; a stand-by secretary replaces and transcribes recordings as rapidly as the dictators fill them in via their phones.

Operation of disc machines involves a knowledge of:

- A. How to use disc
 1. How to place on and remove
 2. How to file
 - a. How to label
 - b. How to store correctly
- B. How to use dictating unit
 1. How to adjust current arm, for cutting or listening
 2. How to adjust listening arm, for listening or during cutting
 3. How to adjust volume controls
 - a. For cutting
 - b. For playback
 4. How to use indicator slip or indicator reflector
 - a. How to show dictation
 - b. How to indicate corrections
 - c. How to indicate deletions or additions
 - d. How to indicate number of carbons desired
 - e. How to place in holder, if any
 5. How to dictate
 - a. How to prepare material for dictation
 - b. How to use the microphone
 6. How to turn on and off
 7. How to start and stop
- C. How to use transcribing unit
 1. How to turn on and off
 2. How to start and stop
 3. How to adjust playback needle
 4. How to operate foot or hand controls
 5. How to use listening device
 6. How to use indicator slip or reflector
 7. How to adjust volume controls

• **Wire and Tape Machines.** Since the War, a number of firms have been manufacturing office models of wire and tape recorders on an increasingly wide scale. Prominent manufacturers include Peirce, Webster-Chicago, Eicor, Crescent (the *Steno* machine), and others. Some of the machines have separate or remote-control transcribing or listening units, but most of them are single-unit machines, in which the playback seg-

ment serves the transcriber as his transcribing machine.

The economy of these machines—only one unit need be purchased, and the tape or wire can be used over and over—has popularized them in small offices. The fact that they are excellent for conference reporting, because their high fidelity enables the listener to recognize individual voices and because the spools of wire and tape can take as long as an hour's dictation or conference proceedings, has created a growing market in larger firms as well.

Few schools as yet use these machines as dictation units in business classrooms, but growing numbers of schools are purchasing them for instructional aids. Business teachers will want at least one of these machines under their exclusive control—the shorthand teacher, to assist with dictation; the merchandising teacher, to replay in class actual business goings-on; the advertising teacher, for simulating radio advertising, as well as store-wide advertising; the economics teacher, as an easy, inexpensive means for replaying of radio, public, or other type talks by prominent speakers.

The possibilities for school and business use are endless, because these machines are readily portable, they cost almost nothing to operate, and (where changes, additions, or deletions are necessary) the tapes and wires can quickly be cut and spliced. Students should learn:

- A. How to use wire or tape spools
 1. How to insert and remove from machine
 2. How to thread
 3. How to repair if broken
 4. How to file
 - a. How to label
 - b. How to store



"We do appreciate your efforts to economize, but I feel an eraser would do a much better job than the rubber plant."

- B. How to insert electric plugs, including microphone
- C. How to turn machine on and off
- D. How to adjust controls for recording
 1. How to start machine for recording
 2. How to adjust controls for proper recording volume
 3. How to use microphone for individual or group use
 4. How to dictate
 - a. How to prepare material for dictation
- E. How to rewind spools to desired origin
- F. How to adjust controls for listening or playback
- G. How to prepare machine for carrying, if possible (some models are not readily portable)
- H. How to use transcribing mechanism
 1. How to operate foot controls
 2. How to use listening device

■ **Basic Skills Required**—Compared to the development of duplicating-machine skills, the development for dictation machines is, on the whole, less difficult both from the learning and retention standpoint. However, considerably less—too much less—instructional time is usually provided for machine-transcription experience; as a result, students usually develop less ability than they should. These machines rate greater attention to skill development than they have received in the past.

• **Cylinder or Belt Machines.** The skills needed are those that will make the operator able quickly and efficiently to dictate, transcribe, and resurface:

- A. Skill in placing and in removing the cylinder or belt
- B. The ability to organize material so that it can be dictated within a reasonable time
- C. The facility to handle the controls needed to dictate or transcribe quickly and easily, including ear and foot controls
- D. The ability to shave from a cylinder only enough material to remove the dictation, leaving it in good shape for re-use

• **Disc Machines.** These skills are similar to those listed above, as the machines have many similar operational features:

- A. Skill in placing the disc on the machine and in removing it
- B. The ability to organize material so that it can be dictated within a reasonable time
- C. The skill necessary to obtain the right cutting volume and tone for the job being done
- D. The facility necessary to handle the controls needed to dictate or transcribe quickly and easily, including ear and foot controls
- E. Skill in using the indicator tape or mechanism so that transcription can be accomplished easily

• **Wire and Tape Machines.** While these machines have the most dissimilarities, in general the skills developed fall into categories common to the other two areas:

- A. Skill in placing wire or tape spools on a machine, and in removing them
- B. The ability to quickly find material on a spool for playback
- C. The ability to operate smoothly and efficiently the controls necessary for dictation and transcription
- D. The development of skill in organizing material for dictation
- E. The ability to make most effective use of the microphone for dictation
- F. The ability to use the listening device efficiently
- G. The skill necessary to obtain proper cutting volume and tone

■ **Suggested Jobs**—While the manufacturers of some of the machines have worked out detailed lessons for learning the equipment, other firms have done little or nothing in this regard. In most schools there is not time or equipment to permit more than an acquaintanceship learning period. It is with these schools in mind that the following set of "jobs" is suggested. Because most of these schools will have a mixture of machines rather than one type exclusively, the jobs have been developed to provide training on any of them.

• **Job 1: Machine Dictation.** Students practice dictating on each different type of machine until they are familiar with all types. Then the students dictate several original letters and telegrams that have been prepared for this purpose. *Skills developed:* Acquaintanceship with dictating mechanism; practice in enunciating clearly, in organizing material for dictation, and in making corrections or other changes with facility.

• **Job 2: Machine Transcription.** Students practice transcribing records prepared in advance, then the records they dictated. When they feel capable of passing a test record within a specified time, they apply to the instructor for the test record. *Skills developed:* Acquaintanceship with transcription mechanism or unit; practice in transcribing letters with good placement, spelling, and punctuation; experience in making corrections and in proofreading.

• **Job 3: Resurfacing.** If the equipment is cylinder type, students will need experience in shaving cylinders. If the equipment is disc type, students should visit an office where a resurfacing machine is available and may be observed. *Skills developed:* Familiarity with the fact that records may be resurfaced, and an understanding of how this operation is done. If using a shaver, student learns how to put on and remove a cylinder, to adjust the shaving mechanism, and to clean the shaver when the work is completed.

• **Job 4: Additional Transcription.** If more than one type of machine is available, students finishing the first three jobs should be permitted to repeat them on each of the additional types. This experience would both enlarge their familiarity and increase their actual transcribing skill.



SECRETARY OF COMMERCE Charles Sawyer (left) makes National Secretaries Week official in his meeting with Mrs. Mary H. Barrett (president of the National Secretaries Association) and C. King Woodbridge (president of the Dictaphone Corporation and chairman of the National Secretaries Week Council). Note carefully the dates—

National Secretaries Week: June 1-7

■ **It's Official**—The go-ahead signal has been given: The U. S. Department of Commerce has officially given sanction for the celebration of National Secretaries Week June 1-7, with the additional special distinction that June 4 will be known as National Secretaries Day.

• **Watch for** business schools all over America to hold open house all week long, with special receptions and programs on June 4.

• **Watch for** announcements of hundreds of local Secretaries Day luncheons and dinners sponsored by businessmen's clubs and service organizations.

• **Watch for** feature displays in the windows of equipment agencies, bouquet suggestions in the florists' shops, and "Gifts for Your Secretary" advertisements in the newspapers.

• **Watch for** 1001 high school assembly programs in which secretarial careers will be honored, secretarial efficiency awards will be bestowed, and flash bulbs will pop as local newspapers cover the assemblies in order to have something to feature in their issues of that week—with so many organizations (including many national advertisers) interested in the event, newspaper coverage will be a sinecure.

• **Watch for,** or listen for, testimonials ("The XYZ Corporation tips its hats

to American secretaries . . .") and interviews ("Do you like being a secretary, Miss Jones? Where did you take your training?") on both radio and television.

It's National and it's Big!

■ **Background**—Behind the effort to initiate the celebration are at least three major organizations:

• **Coming up** with the idea and taking care of the complex procedure for having an official week and day proclaimed is Dictaphone Corporation. Dictaphone will devote most of its enormous June advertising program to boosting the day, coast to coast. Dictaphone distributors will feature the occasion in their show windows and in local advertisements, too.

• **Officially endorsing** the celebration and lending the weight of its fifty-plus Chapters is the National Secretaries Association, whose president, Mrs. MARY E. BARRETT (Pittsburgh, Pa.), is a member of the executive committee directing the Week's and Day's activities. NSA is an organization whose prime motive is the achievement of recognition for the work of the secretary; the celebration is a natural one for NSA's enthusiastic support.

• **Unofficially endorsing** the occasion is the U. S. Department of Com-

merce, which (like all Government bureaus and most businesses) is harrassed by the lack of competent secretarial workers. In presenting the credentials for the celebration (picture), Secretary of Commerce CHARLES SAWYER declared that "the current shortage of skilled office workers in the United States has become a matter of serious concern throughout the business community."

■ **Purpose**—The purpose of National Secretaries Week and Day is self-evident—to call attention to the roll of The Secretary. In the words of Mrs. Barrett: "To honor the American Secretary, upon whose skills, loyalty, and efficiency the functions of business and Government offices depend."

• *The critical shortage* of trained secretarial workers makes the occasion of great importance. C. KING WOODBRIDGE, president of Dictaphone Corporation and chairman of the National Secretaries Week Council, says, "As far as the nation's business offices are concerned, the three most critical shortages of the cold war are secretaries, stenographers, and typists."

He continues, "Never before, not even during the War years, has private industry experienced such a heavy demand for skilled office workers."

■ **Objectives** — National Secretaries Week is more than "just another gift day." The gift aspect cannot be ignored, however. It is this aspect that has already won for the celebration the support of the National Florists Association and other organizations that see a commercial tie-in. The realization of the commercial value of this tie-in will do much to promote and sustain the observance, not only in 1952 but in future years as well.

• *The observance* is considerably more than a mere occasion for businessmen to felicitate their secretaries and take them to lunch.

• *The basic objective* is to call attention, through favorable publicity, to the tremendous potential of the secretarial career itself. For years, business teachers and business-school proprietors have been asking, "Why doesn't someone get behind secretarial training and give it a boost?"

National Secretaries Week, says its executive council, will do just that.

The celebration is a concerted effort to appeal directly and dramatically to three groups of people: (1) to the great number of young persons who quit school "with just a little skill" that does not equip them for the advancement possible to well-trained secretarial workers; (2) to the many young people who are at the crossroads of career selection and who cannot see beyond the first pay check at the end of the local manufacturing-plant assembly line; and (3) to many older

workers who could train for secretarial work but who feel their years and previous experience militate against success.

(Secretary of Commerce Sawyer said, *apropos* of the problem of older workers, "Many individual businessmen may be passing up good secretaries among older workers. I urge business firms to co-operate more fully with the business schools in the country, which are meeting resistance in their efforts to train and place high-caliber older workers.")

In a broad sense, a fourth group is addressed by the observation, too—the businessmen themselves, many of whom are unaware of the rapid growth in the stature of secretaries that has occurred in the past decade.

■ **Business Education's Role**—Business educators do not have to do anything in connection with National Secretaries Week. The week will roll in and be a success whether business educators do or do not become active in it. But the opportunities are tremendous.

• *It would be a shame* for business education not to capitalize on the great interest in secretarial training that the Week will evoke. If the Week is a "natural" for the National Secretaries Association, it is also a "natural" for business education:

• *Newspaper feature editors* will all have the assignment of tie-in coverage. They'll be interested in—

Miss Brown, who in June completes 20 years of training secretaries; what she thinks about modern Girl Fridays as compared to those of 20 years ago.

Miss Smith, who has just successfully wound up the first year of business training in the local school.

The history of ABC business college, one of the pioneer private schools in America, through whose portals 8,000 youths have stepped into local offices.

Our community survey, which shows how our graduates are appreciated by local businessmen (they say the *finest* things about our young trainees).

Our co-operative secretarial-training program, complete with on-the-job pictures of students in offices.

Our special assembly, in which 14 business students are presented with their Achievement Certificates and other honors, all of which testify to the high quality of our training program.

Mr. Stoney, principal of our school for 35 years, who is very proud of the fact that businessmen in our community don't complain, and haven't for 35 years, about the quality of our graduates. ("They're smarter—and prettier, too—than they used to be," he says.)

Our new electric typewriters (first school in the county to have 'em!), which show how modern we are. Classroom pictures, of course. (Or new duplicating machine, or dictation equipment, etc.)

Our training program, which develops secretarial poise and personality in our graduates (we really do something about personality). Classroom pictures, shots of "office wear" assembly, picture from a scene in our assembly on good-versus-poor secretarial procedure.

Our other special training features: classroom picture of a spelling bee (we believe spelling is important), or our model-office setup, of students using equipment like wire or tape recorders to improve their telephone voices, of students acting as secretaries to teachers, etc.

Our teachers, who leave next week for (a) summer school, to learn more about training secretaries; (b) a summer's work in an office, to get the newest practices well in mind; etc.

• *In the school itself*, if it is still open and not closed for the summer, there are many activities that can be sponsored by the business-training department. Some of these are implied in the preceding listing—awards and other school assemblies. Others:

Presentation in school corridors of many displays that call attention to secretaries' careers—pictures of graduates, mounted-on-art-paper articles clipped from *Today's Secretary*, a series of pictures consisting of all the illustrations one can clip out of secretarial textbooks, honor rolls of the best secretarial-practice students.

Open House for junior high school students and their parents, or for parents of students just part way through the training program. Secretarial students are hosts and hostesses, guides, etc.

Presentation in the school newspaper of a report of a survey of graduates and their tributes to the school's program; report on before-graduation job placements already lined up; review of new equipment added to the department; summary of honors awarded outstanding students.

Attendance at the weekly meeting of the Rotary, Lions, etc., by secretarial students, who tell in five minutes "Why I am glad I am training to work for you gentlemen" or "How we are trained to work for you gentlemen."

Release daily, during the week of June 1 through 7, of "case studies" of our most successful graduates (or other elements of our program), to newspapers.

Survey of "Why I want to become a secretary" among student body, with follow-up publicity reporting responses.

Voting for "Miss Secretary of Our High School," with follow-up publicity. (Don't forget Mr. Secretary, too.)

Participation in window activities of local office-equipment distributors (many of these will "buy" the idea of having students enact the role of secretary in their Main Street window, with a suitable placard).

Even if the school may be closed for the term by June 1, business teachers and department heads would be wise to take advantage of every possible publicity angle the Week affords.

Newspaper and radio accounts will be prepared by reporters at least a week in advance—actually planned for two or three weeks in advance. If educators inform reporters of the coming event, well ahead—now, *today*—they will be quick to see the importance of "covering" the celebration and co-operating with business educators and businessmen in this program for upgrading business training in general . . . and secretarial training in particular.—Alan C. Lloyd, BEW Editor



WHO GETS TO USE THE ELECTRICS? In Des Moines high schools, advanced stenographic and general-clerical majors get priority over typing beginners in using schools' electric typewriters, reports city director Ernest Zelliot (center). Girls in Miss Helen Wheeler's machine-transcription class are using electrics borrowed via the Remington Rand school-loan program.

What We Do with Our Electric Typewriters

ERNEST A. ZELLIOT

Director of Business Education
Des Moines Public Schools

■ **Picture in Des Moines**—The large number of insurance-company home offices and agencies, of publishing houses, and of mercantile distribution concerns located in Des Moines means that our city has an unusually large proportion of office workers among its business employees. For that reason, the training of office workers, particularly stenographers and typists, has been, and is, a most important phase of the curriculum in each of our four general high schools and in the technical high school.

- *Several hundred* high school students each year are accepted directly into office positions after graduation, on the basis of the vocational training received. However, as D. B. Southern, president of the Des Moines chapter of the National Office Management Association, points out, "Des Moines has grown substantially in the last ten years, both industrially and commercially; but high school enrollment has dropped off by 25 per cent since 1942. High school graduates are being asked

to step into stenographic and secretarial vacancies where we have in the past required experienced people."

- **Our Typing Program**—The stenographic curriculum in our *general* high schools includes five semesters of typewriting and four of shorthand. During the last two semesters, the same teacher has the same students for both advanced shorthand and typewriting, for two consecutive periods of sixty-five minutes each. In this double period, dictation, transcription, and various elements of office practice are integrated. Except in the technical high school, where the conditions are different (including shorter recitation periods), no separate office-practice class as such is scheduled.

- *In the elementary typewriting* classes in the general high schools, some attention is given to the preparation of business forms, tabulation, manifold, the use of duplicators, and other elementary office-practice work.

- *In the double period* for the advanced classes, the office-practice features include further work on spirit and stencil duplicators, adding machines, key-drive calculators, and voice-writing machines.

- *Electric typewriters* were added in 1949; and each general high school now owns two. With the limited number of electric machines available, instruction is conducted on a rotation basis. The objective is to develop a working acquaintance. The time available does not permit the development of a high degree of operating skill, nor does this seem necessary for stenographic majors; even this minimum training has, in many instances, enabled students to adapt themselves to the operation of specialized or new machines when called upon to do so on the job.

- *In the technical high school*, a general-clerical major paralleling the stenographic curriculum is offered. This general-clerical program includes basic training on a variety of business machines, electric typewriters among them, with an opportunity to specialize, in his senior year, on the type of business machines the student may choose and thus develop a good degree of competency. Certain units in the business-machine work are also included in the office-practice program required of stenographic majors.

- **More Machines in 1952**—Admittedly,

this program is a practical effort to achieve maximum results from minimum budget allotments for purchasing machines. Its effectiveness may be measured by again quoting Mr. Southern, who has said, "We in office management are grateful to the Des Moines school system for their continuing effort to prepare the high school commercial student for the jobs they will be asked to fill. The expanding use of electric typewriters in Des Moines offices certainly indicates that training on these machines will be of great value to the commercial graduate."

- *Naturally, we welcome* any help that allows our schools to keep pace with the demand for thoroughly trained business students. We welcomed the opportunity to participate in Remington Rand's school-loan program*; it has greatly supplemented our facilities for electric typewriter instruction. The loan by the company of 15 Electri-conomy Typewriters means that two high schools now have 4, two high schools now have 6, and Tech has 10 electric typewriters available for instructional purposes this semester.

- **Using the "Loan" Typewriters**—Instead of rotating the 15 "loan" electrics as a group among the five schools for relatively short periods, it seemed wiser to augment our own equipment in *each* school for a longer period. By doing this, we avoid temporarily upsetting typewriting-room arrangements for elementary classes that must use the same facilities at other periods.

- *Priority is given* to students in the advanced classes in the assignments for practice on the electric typewriters. In our rotation plan, each advanced student will get a minimum of twenty hours of practice on an electric typewriter during the semester. In addition, students who can arrange for practice during study periods or before and after school may increase this time. Practice time not otherwise taken may be assigned to students in second- and third-semester typewriting classes. However, there will be relatively little opportunity for this, except on a demonstration basis, because of the large typewriting enrollments.

The matter of electric typewriter instruction has been relatively easy because the advanced students have previously developed a considerable degree of competency on manual typewriters. Also, the teachers concerned were already familiar with the use of electric machines in office-practice work. Throughout, staff members in the area office of Remington Rand have been most generous in giving their time

for instruction, demonstration, explanation, and other service.

- **Electrics Spark Learning**—Students are enthusiastic and greatly prize their opportunities to practice on such new, up-to-date equipment. In a relatively short time, they learn the controls and the touch required. They use the electric typewriters for transcription, duplicator, and other production work.

Most students find no difficulty in shifting from an electric back to a manual typewriter. If anything, they become more conscious of the importance of an even touch and the production of clean, clear-cut typewritten copy on the manuals.

- *While it is early* in Des Moines' participation in the Electri-conomy program, students in our East High School have already indicated greater capacity for increased production. One teacher has reported that three out of four students increased their word-per-minute rates over their best on manual machines. Another teacher states that

the electric typewriters are having a stimulating effect on the manual typing speeds of *her* students.

- **Learning to Earn a Living**—The use of electric typewriters in business is increasing rapidly. It is therefore imperative that *some* experience with electric machines be provided for business students, at least in the advanced classes. Students must learn how to operate the electrics.

The Des Moines schools have not as yet had an opportunity to experiment with electric typewriters in beginning classes. The large enrollments (more than one-third of all senior high school students are currently enrolled in typewriting classes) and the limited facilities make it necessary to limit the use of electric typewriters to advanced students.

Since a very large percentage of the typewriters in the office will be electric in the foreseeable future, modern office-education programs *should* include instruction on electrics also.

More Than Textbooks

In the January, 1952, issue of *Business Education World*, we presented an article by Dr. J Marshall Hanna entitled "Methods of Teaching Bookkeeping, 4: Using the Community As a Laboratory," in which Doctor Hanna pointed out the ways to hitch the theory of the bookkeeping classroom to the functional bookkeeping in the business community. This month, Mr. Gemmell summarizes for you the methods used by teacher-training institutions to utilize community resources in preparing bookkeeping teachers.

A Dozen Ways to Use Community Resources in Teaching Bookkeeping

JAMES GEMMELL

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- **Background of a Study**—In accepting its primary responsibility to help individuals prepare to make a living and to help society accomplish its work, business education *cannot rely on chance* to determine the number of persons it is to train in the business skills. Business educators must study continuously the community requirements, so that the number of persons trained in bookkeeping, for example, may approximate closely the estimated need. Estimating future needs is a complicated problem, and the chances of error in such forecasting are great. Nevertheless, we must try.

- *If full employment is maintained*, we will need 36 per cent more people to do the nation's work in 1960 than

were needed in 1940. Many of these additional workers will be needed in administrative, clerical, and sales occupations, which will give employment to half again as many workers as in 1940. The vocational task of business education has been a big one in the past, and it promises to be much bigger in the future.

- *But equally serious* is the responsibility of making *sure* that the kind of education given these persons who are to do the bookkeeping—and other important tasks—will fit them to do the job. In this connection, it is important to remember that textbooks are not the only sources of information. There are a great variety of resources in the community that should be used for educational purposes.

Several months ago, the writer responded with 134 institutions that train business teachers, inviting these

* See "Remington Rand Lends Electrics to Schools," by Philip S. Pepe; *BUSINESS EDUCATION WORLD*, March, 1951, pp. 321-322.

institutions to tell how they utilized community resources in preparing bookkeeping teachers. The replies are summarized in the twelve points discussed below:

■ **No. 1. Collect Samples of Business Forms Used Locally in the Bookkeeping Function**—It should *not* be necessary to trouble businessmen year after year with requests for samples of such forms. When the forms are first obtained, they should be mounted on cardboard or some other firm surface and covered with cellophane or some similar substance. In this way, the forms can be preserved for several years and can be used over and over again without becoming soiled.

It would be wise, however, to have student committees check periodically to determine whether the forms being used in the classroom *are* actually up to date. They will need to be replaced when and if they become obsolete.

■ **No. 2. Visit the Business Offices of Local Firms to Observe Bookkeeping Activities Performed**—Such visits should be scheduled well in advance. The teacher (or a responsible student committee) should assume the burden of making the necessary arrangements with local firms for such visits.

Prior to the visit, a detailed study guide should be prepared and placed in the hands of every pupil so that he will know specifically what he is going to observe. A brief check list of the points to be covered during the observation should also be placed in the hands of the firm representative who is to conduct the pupils through the offices. Preferably this form should be delivered or mailed to the firm representative *at least two weeks in advance* of the class visit.

After the observation visit, a follow-up should be conducted to determine whether or not the visit *did* produce the anticipated results.

■ **No. 3. Examine the Actual Work Done by Bookkeepers and Their Assistants to Determine the Relative Emphasis That Should Be Placed in Bookkeeping Instruction on the "How" Rather Than the "Why"**—It is well established by now that learning often can be accomplished with greater ease and economy of time when pupils understand *why* they are performing a certain task and not merely *how* to perform it. There seems to be no valid reason why any student in any bookkeeping class should be called upon to learn "How" to perform any bookkeeping task without first understanding "Why" it is important for him to master it.

In these days of specialized bookkeeping, it can be argued (with considerable truth) that many so-called "bookkeeping" duties can be performed *by people who have no concept of the bookkeeping cycle*. Nevertheless, this



James Gemmell . . . community resources

does not negate the proposition that even these bookkeeping clerks will be more effective workers if they *do* understand *why* they are reconciling bank statements, posting to the Accounts Receivable ledger, preparing customers' monthly statements, etc.

On the other hand, it should also be obvious that for people who *do not* aspire to more complex bookkeeping jobs, a mastery of traditional double-entry bookkeeping based on the bookkeeping cycle is quite unnecessary.

■ **No. 4. Develop Functional Content for Bookkeeping Courses Through Analysis of Jobs That Bookkeeping Students Will Eventually Have**—The emphasis here is placed on the *technique* of job analysis. In analyzing the duties of bookkeepers, it is *not* sufficient to confine our analyses to the jobs held by bookkeepers in manufacturing and retailing establishments. Job analyses should be conducted also in other broad fields such as finance, insurance, transportation, distribution, and the like.

Certainly the determination of *functional* content for bookkeeping courses could be facilitated through the development, by business educators, of a uniform job-analysis form for bookkeeping.

■ **No. 5. Use Advisory Committees of Accountants and Bookkeepers to Evaluate Present Content and Methods and to Suggest Necessary Changes**—In staffing such advisory committees, business educators must be assured that they are not dominated by C.P.A.'s, who are inclined to impose on all pupils bookkeeping content designed to prepare them for careers as certified public accountants! Neither should undue emphasis be attached to the views of any lone member of the committee if the teacher feels that these views are not representative of most bookkeeping jobs in the community.

■ **No. 6. Offer Advisory Service to New Small Businesses Interested in Opening**

or in Improving Their Set of Records—This could be carried on as a class project by a selected committee.

■ **No. 7. Volunteer to Help Keep the Records for Community Drives**—The Red Cross, the Red Feather, the Community Chest, and the Cancer drives, and the Heart and Tuberculosis Campaigns afford ample opportunity for such participation.

■ **No. 8. Set Aside a "Homecoming Day" for Bookkeeping Graduates**—Get your graduates to return and meet with the bookkeeping teachers. These graduates can suggest possible improvements in the course in the light of their job experiences.

This is an idea that is being utilized by many collegiate institutions at present, and it could well be adapted to the high school.

■ **No. 9. Show the Link Between the "Paper and Pen" Bookkeeping of the Classroom and the Machine Bookkeeping of the Office**—Have students bring along on office visits some pages from their classroom ledger; then ask the office bookkeeper to show how, in one operation, he does the posting *and* many other things.

■ **No. 10. Get the Students to Construct a Realistic Picture of What Employed Bookkeepers Really Do**—From this should come the generalization that it takes between ten and twenty assistants to keep one *genuine* bookkeeper busy.

■ **No. 11. Arrange for Students to Obtain Actual Experience of a Bookkeeping Nature in a Business Office**—Such experience can be obtained on a part-time basis during school hours, after school hours, on Saturdays, or during vacations. It is strongly recommended that offices *outside* the school be used for this purpose, because of the greater diversity of bookkeeping tasks performed on "the outside."

■ **No. 12. Conduct Periodic Surveys of Former Graduates**—It is important to determine the relationship between what is being taught in the classroom and what is being done on the job. This point is closely allied to No. 4 discussed above, in which the emphasis was on detailed job analysis. Here, however, emphasis is on a community survey of former graduates to determine whether or not the instruction they received actually prepared them for the requirements revealed by the job analysis.

It is possible for a school to conduct a job analysis accurately and then to err in planning a training program to meet the requirements of that analysis. The community survey of former graduates should provide a check on this possibility. Present evidence indicates that there is a *need* for many more surveys of graduates, conducted on some uniform basis, if bookkeeping instruction is to function adequately.

Double View *The author of this article is both teacher and attorney—knows both teaching and the law. She has experimented with different kinds of course presentation and suggests an answer to this question:*

How Much and What Business Law Should Be Covered in a One-Semester Course?

FLORENCE WISSIG DUNBAR

Morton High School and
Junior College
Cicero, Illinois

■ **You, Too?**—Each teacher feels that his subject is of great importance to the curriculum and to the student. It is human nature for each to feel that he should have adequate time to present the precious knowledge with which he is entrusted.

• *Business law teachers* feel that way. They feel, and I believe correctly, that *every* individual in this modern business world needs a thorough understanding of the laws that guide us and govern us. They feel that the high school program *must* provide a basic understanding of business law.

• *But Time, Time, Time!* Many teachers find they must cover the law program in one semester—and so great is the pressure for time in the curriculum that many feel they are lucky to have *one* semester, and even “just an elective” at that, for commercial law. How often have you said or heard said that “we *must* have more time for business law?”

• *The province of law* is huge. Ask any business-law teacher what training the student should receive, and the teacher will enumerate: contracts, bailments, negotiable instruments, corporations, partnerships, real estate, personal property, carriers of goods, carriers of passengers, torts, agency, suretyship, decedent estates, and so on down the list of the table of contents of any good law book.

How are we to fit all these excellent topics into eighteen weeks of concentrated study? How can we work in those necessary classroom discussions and projects and experiences? How can we find time to test and re-test? To use case studies? The time!

■ **We Tried Two Approaches**—We have tried two approaches to the problem of fitting into one semester the essentials of a good course in business law.

• *One time we planned* the course to “cover” the entire field. This involved a unit of subject matter each day—a tough assignment indeed. However, by eliminating all but the reading of the units, the class lectures, testing, and the most limited of class discussion, we achieved our goal: we “covered.”

• *Another time we set out* to teach only the basic fundamental of the law merchant—the contract. This term we had plenty of time to study cases, to write and to study textbook questions, to test and to re-test.

• *Neither approach* was fully satisfactory, however. The first was good in that it gave a complete overview of the subject and allowed the student to learn “what business law includes.” Subsequently, then, the student would know when to consult competent authority. However, the course seemed always to hurry along at a rate that did not allow for proper digestion of the material.

The second approach allowed almost too much time for the assimilation of the single subject, contracts. In fact, we often had the feeling not only of allowing for digestion but also for a rather distasteful “chewing of the cud,” too. Although the students could hon-

estly say that they had studied contracts and understood the subject to the best of their varying abilities, as a class we had a rather limited view of the broad subject of commercial law.

■ **A New Approach**—Surely, we thought, there must be a middle course! The teacher, with his training and experience, can choose the subject matter that *he* considers to be the most valuable for the student. However, does this approach really give the *student* what he will need most? Who can answer that question with more authority than the student himself?

• *Thus, it was to the student* that we turned in search of the answer to the question, “What *are* the most important elements in a course in commercial law?” Using the personal-interview technique, we went to former students of business law, now employed, and asked them, “Of the commercial-law topics that you studied in high school, which do you now find most valuable in your daily work?” Here are some of the answers.

• *Mary Ann* is working in the office of a building-and-loan association. She told us that she uses principles of commercial law every day in her work. She finds that her study of negotiable instruments was very important, and the quick overview of real estate that we were able to give in the course was the basis for her continuing study of real-property law.

• *Art* is a mechanic in a garage. He told us that the law of bailments has guided him more than once in ironing out customer-problems in the garage business.

• *Five Factory Workers.* Our town is a factory community; we interviewed five former students who are employed in the factories that give our town its economic prosperity. Four of these young people pointed out that they find their study of negotiable instruments to be helpful in daily life. One former student expressed an interest in his study of corporation law, mainly be-

(Continued on page 449)



Mrs. Dunbar . . . law of contracts is basic

SUMMER SCHOOLS

■ **Summer, 1952**—Colleges and universities all over America are rolling out the red carpet and dusting off the welcome mat: in a few weeks the annual avalanche of teachers seeking courses, credits, workshops, degrees, conferences, and just plain fun will descend on Summer Session, 1952.

• *But fewer schools* will be offering graduate-level courses for business teachers this summer, the annual poll conducted by BUSINESS EDUCATION WORLD reveals. Last year 142 colleges placed courses for business teachers on display in the graduate-school cafeteria; this summer, just 132 are offering advanced degree work.

■ **Changes This Summer**—And there are changes in what you find listed on the summer-school menus, too.

• *Degree Courses.* An analysis of this and last summer's offerings indicates that a higher percentage of schools will offer degree programs this summer—seven per cent more master's, five per cent more doctor's.

• *Work Experience.* "Earn while you learn" courses, in which teachers work during the day in business offices and attend evening seminar sessions, thus earning both pay checks, graduate credits, and practical office experience, have fallen off sharply from last summer. In 1951 20 big-town schools offered such courses on the graduate level; this year only 13 are offering them.

Interestingly enough, one of these courses this year is in *distributive education*—at Temple, where enrollees will work at the Philadelphia Gimbel Brothers store (write to Samuel W. Caplan, at Temple University, for details)—possibly the first such earn-learn credit course to be offered in the summertime to distributive education teachers and co-ordinators.

• *Method Courses.* There has been some shuffling in the amount of emphasis given the various methods courses in business education. Typewriting still leads the field, followed closely by the other two of the Big Three—shorthand and bookkeeping. The only notable gains are in the percentage of additional bookkeeping and transcription methods courses; the only notable losses are in the social-business subjects of general business and consumer education. The total number of methods courses will be just about the same as it was in 1951—422, compared with 409.

■ **Special Attractions**—Summer 1952 will find the usual diversity of unusual offerings and special conferences.

ANALYSIS OF SUMMER SCHOOL OFFERINGS FOR BUSINESS TEACHERS

	1951		1952	
	Number	Per Cent	Number	Per Cent
Schools offering graduate courses	142	100	132	100
Schools offering complete master's program	63	44	67	51
Schools offering complete doctor's program	21	15	27	20
Schools sponsoring open summer conferences	30	21	42	32
Schools sponsoring "work experience" courses	20	14	13	10
Schools offering courses in bus. ed. supervision	26	18	21	16
Schools offering credit "methods" courses—				
in typewriting	71	50	69	52
in shorthand	69	49	67	50
in bookkeeping	62	44	65	49
in general business	57	40	49	37
in transcription	39	28	44	33
in office practice	43	30	38	28
in office machines	39	28	36	27
in general methods, all subjects	18	13	23	17
in consumer education	24	17	16	12

• *Open conferences* will be sponsored by many more schools this year than last year—one in each three schools, as compared to one in each five last year. The programs range from one to three days and are organized on every basis from "group dynamics" to orthodox lectures and demonstrations.

Conferences are, of course, offered as a public service for many purposes—to attract teachers to the campus, to provide an instructive diversion for the regular summer-school scholars, to draw to the campus outstanding business education personalities, to give the department newsworthy items for intramural and out-of-school publicity, and to fulfill the obligation of every educational institution for serving its community.

• *Week-long workshops* are being offered at more than a score of summer sessions. Some of these are credit courses; some are not. Some are true roll-up-your-sleeves workshops, like the one at George Peabody in mid-June; some are demonstrations (and defense thereof) by experts, like the one at Greeley, also in mid-June; some are combinations of lectures and demonstrations, like the three "seminars" at Gregg College.

• *Unusual attractions* include a special business-education conference at UCLA, on July 18 and 19, on the problems of business education on the junior college level. There's the Caribbean tour sponsored by Gladys Peck, in Louisiana, too; and a two-week traveling business tour (in August) sponsored by E. C. McGill, of Kansas State (Emporia).

■ **Key to Offerings**—For each school submitting data, key letters are provided after the data about the school,

indicating which courses and types of programs are offered. Schools shown in bold-face type provide more complete details in their advertisements in the adjacent columns.

Key	School Is Offering:
A.....	Work-Experience Course
B.....	Methods in Bookkeeping
C.....	Methods in Consumer Education
D.....	Methods in General Business
E.....	Methods in Office Machines
F.....	Methods in Office Practice
G.....	Methods in Shorthand
H.....	Supervision and Administration
I.....	Methods in Transcription
J.....	Methods in Typewriting
K.....	Combination Methods Course
L.....	Master's Program
M.....	Doctor's Program
N.....	Special Open Conference

(Schools for which no key letters are given did not reply to questionnaire.)

Summer School Directory

ALABAMA

STATE TEACHERS COLLEGE, Florence. June 9–August 22. Dr. F. E. Lund, Dean; Z. S. Dickerson, Department Head.

UNIVERSITY OF ALABAMA, University. Two terms: June 9–July 18; July 21–August 22. C. E. Williams, Director. GJ

ARKANSAS

ARKANSAS STATE COLLEGE, State College. Two terms: June 2–July 3; July 7–August 8. Dean James Walter Turner, Director; Dr. C. C. Carrothers, Department Head. BEFGIJ

HENDERSON STATE TEACHERS COLLEGE, Arkadelphia. Two terms: June 2–July 5; July 7–August 9. Dean S. C. E. Powers. K

STUDY—

BUSINESS MANAGEMENT
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 - Sales Management
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of Summer Sessions.

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THE GREGG COLLEGE

37 South Wabash Avenue, Chicago 3, Illinois

CALIFORNIA

Armstrong College, Berkeley. Two terms:
June 30—August 8; June 30—September 18. Director of Summer Sessions. L

SAN DIEGO STATE COLLEGE, San Diego. Two terms: June 23—August 1; August 4—August 22. Dean Charles W. Lamden; Dr. E. Dana Gibson, Department Chairman. L

SAN JOSE STATE COLLEGE, San Jose. Two terms: June 23—August 1; August 4—August 29. Dr. Raymond M. Mosher, Director; Dr. M. D. Wright, Acting Adviser. ABFGIJL

UNIVERSITY OF CALIFORNIA, at Berkeley. June 23—August 1. At Los Angeles. July 18—July 19. Dr. William R. Blackler, Bureau of Business Education, State Department of Education, Sacramento. N

University of Southern California, Los Angeles. Three terms: June 23—August 1; August 6—August 29; June 23—August 29. Dr. John D. Cooke, Director; Dr. J. Frances Henderson, Acting Department Head. BDJLMN

COLORADO

ADAMS STATE COLLEGE, Alamosa. June 11—August 13. Arthur S. Wellbaum. CGHIJ

COLORADO STATE COLLEGE OF EDUCATION, Greeley. Two terms: June 9—June 19;

June 23—August 15. Dr. William R. Ross, President; Dr. Kenneth J. Hansen, Department Head. BDGJLM

UNIVERSITY OF COLORADO, Boulder. Two terms: June 16—July 22; July 24—August 27. Elmore Petersen, Dean; Helen B. Borland, Department Adviser. BDFGIJLMN

University of Denver, Denver. Two terms: June 23—July 25; July 26—August 22. Cecil Puckett, Dean; Earl G. Nicks, Chairman. ABDEFGHIJLMN (See ad p. 407, April, 1952.)

WESTERN STATE COLLEGE OF COLORADO, Gunnison. Three sessions: June 9—June 20; June 23—August 8; August 10—August 23. Rial R. Lake, Director. BCDL

CONNECTICUT

UNIVERSITY OF CONNECTICUT, Storrs. June 23—August 2. A. L. Knoblauch, Director; Frank H. Ash, Department Head. L

DISTRICT OF COLUMBIA

CATHOLIC UNIVERSITY OF AMERICA, Washington, D. C. June 25—August 9. Dr. Roy J. Deferrari, Director; Dr. Paul J. FitzPatrick, Department Head. FGH

FLORIDA

FLORIDA STATE UNIVERSITY, Tallahassee. Three terms: June 6—August 13; June

6—July 25; July 28—August 13. Dr. J. Frank Dame, Dean. KL

STETSON UNIVERSITY, DeLand. June 18—August 19. Edward C. Furlong, Director and Department Head.

UNIVERSITY OF FLORIDA, Gainesville. June 16—July 24. Dean J. B. White, Director; John H. Moorman, Department Head. BCEN

GEORGIA

GEORGIA STATE COLLEGE FOR WOMEN, Milledgeville. Two terms: June 11—July 18; July 21—August 23. Dr. Donald H. MacMahon, Director; Dr. Donald C. Fuller, Department Head. K

GEORGIA TEACHERS COLLEGE, Collegeboro. Two terms: June 9—July 16; July 16—August 22. Marjorie Keaton, Acting Chairman. K

IDAHO

UNIVERSITY OF IDAHO, Moscow. June 16—August 8. J. Frederick Weltzin, Director; Bruce I. Blackstone, Acting Department Head. BFJLN

ILLINOIS

EASTERN ILLINOIS STATE COLLEGE, Charleston. June 9—August 1. Dr. Bryan Heise, Director; Dr. James M. Thompson, Department Head. DL

Gregg College, Chicago. Three one-week seminars: July 21—25; August 11—15;

August 18—22. Roy W. Poe, Director of Summer Conferences. N

NORTHWESTERN UNIVERSITY, Evanston. Three terms: June 23—August 3; June 23—August 23; August 5—August 23. Dr. A. C. Van Dusen, Director; Dr. A. C. Fries. ABDEFGHIJLMN

SOUTHERN ILLINOIS UNIVERSITY, Carbondale. June 11—August 3. Dean Henry J. Rehn, Chairman.

UNIVERSITY OF CHICAGO, Chicago. June 23—August 30. Garfield V. Cox, Dean; Ann Brewington, Associate Professor. EFGJLM

WESTERN ILLINOIS STATE COLLEGE, Macomb. Two terms: June 2—July 11; July 11—August 15. Dr. Frank Beu, President; Dr. Clyde Beighey, Department Head. LN

INDIANA

BALL STATE TEACHERS COLLEGE, Muncie. Two terms: June 9—July 11; July 14—August 15. Dr. John R. Emens, President; Dr. M. E. Studebaker, Department Head. BCDGJLN

INDIANA STATE TEACHERS COLLEGE, Terre Haute. Two terms: June 18—July 20; July 23—August 24. Dr. Paul F. Muse, Department Chairman. ADHKL

INDIANA UNIVERSITY, Bloomington. Two terms: June 18—August 15; August 14—August 30. Professor H. B. Allman, Director; Dr. Elvin S. Eyser, Department Head. BCDEFGHIJLMN

IOWA

AMERICAN INSTITUTE OF BUSINESS, Des Moines. Terms start June 2 and June 9. E. O. Fenton, President. BDEFGIJ

IOWA STATE TEACHERS COLLEGE, Cedar Falls. June 16—August 22. Dean M. J. Nelson, Director; Dr. Lloyd V. Douglas, Department Head. CDFJL

STATE UNIVERSITY OF IOWA, Iowa City. June 11—August 6. Dean E. T. Peterson, Director; Dr. William J. Masson, Department Head. BGJILM

KANSAS

FORT HAYS KANSAS STATE COLLEGE, Hays. June 8—August 7. Dr. E. R. McCartney, Dean; Dr. Leonard W. Thompson, Department Head. CEFGIJ

KANSAS STATE COLLEGE, Manhattan. June 2—August 2. A. L. Pugsley, Director. BDGIL

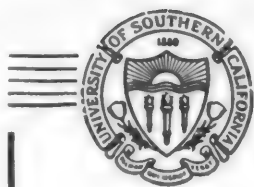
KANSAS STATE TEACHERS COLLEGE, Emporia. June 2—July 31. John E. Jacobs, Director; E. C. McGill, Department Head. ABCDEFGHIJLN

KANSAS STATE TEACHERS COLLEGE, Pittsburg. Two terms: June 2—August 1; August 2—August 29. E. E. Dawson, Dean; W. S. Lyerla, Department Head. KLN

KENTUCKY

BOWLING GREEN COLLEGE OF COMMERCE, Bowling Green. Two terms: June 9—July 12; July 14—August 16. J. Murray Hill, President. BG

A, Work-Experience; B, Bookkeeping; C, Consumer Education; D, General Business; E, Office Machines; F, Office Practice; G, Shorthand; H, Supervision; I, Transcription; J, Typewriting; K, Combination Methods; L, Master's Program; M, Doctor's Program; N, offering open conference.



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For further information and Bulletin, write to

Dr. J. Frances Henderson, Acting Head,
Business Education Department

UNIVERSITY OF SOUTHERN CALIFORNIA

Los Angeles 7, California

EASTERN KENTUCKY STATE COLLEGE, Richmond. June 9—August 1. Dean W. J. Moore, Director. BDFGHIJL

MURRAY STATE TEACHERS COLLEGE, Murray. June 9—August 2. Fred M. Gingles, Department Head.

LOUISIANA

LOUISIANA POLYTECHNIC INSTITUTE, Ruston. June 9—August 8. Dr. George W. Bond, Dean. BGJ

SOUTHERN UNIVERSITY, Baton Rouge. June 9—August 9. Dean J. B. Cade; Dr. S. V. Totty, Director. KN

MAINE

HUSSON COLLEGE, Bangor. June 30—August 8. Clara L. Swan, Director. BGJ

MASSACHUSETTS

BOSTON UNIVERSITY, Boston. July 9—August 18. Atlee L. Percy, Director. BCDEGHJLMN

MICHIGAN

CENTRAL MICHIGAN COLLEGE OF EDUCATION, Mt. Pleasant. June 23—August 1. Dr. J. W. Foust, Director; Claude Love, Department Head. BEFJ

FERRIS INSTITUTE, Big Rapids. Two terms: May 19—June 27; June 30—August 8.

Harold Wisner, Registrar; James T. Tyree, Dean. BDGIJN

MICHIGAN STATE COLLEGE, East Lansing. June 23—August 1. Dean Stanley Crowe, Director; Edward A. Gee. BDEFGJ

MICHIGAN STATE NORMAL COLLEGE, Ypsilanti. Two terms: June 18—July 25; July 28—August 15. Dean Egbert R. Isbell; Julius M. Robinson, Department Head. BDGJ

University of Michigan (School of Education), Ann Arbor. Two terms: June 23—August 1; June 23—August 15. H. M. Dorr, Director; Dr. J. M. Trytten, Department Head. AKLMN (See ad p. 409, April, 1952.)

WESTERN MICHIGAN COLLEGE OF EDUCATION, Kalamazoo. June 23—August 1. Elmer H. Wilds, Director; Dr. A. E. Schneider, Department Head. EL

MINNESOTA

STATE TEACHERS COLLEGE, Mankato. Two terms: June 9—July 18; July 21—August 23. Dean Albert B. Morris, Director; Dr. Duane McCracken, Chairman. BD

STATE TEACHERS COLLEGE, St. Cloud. Two terms: June 9—July 18; July 19—August 22. C. E. Daggett, Department Chairman. BDEFGJ

UNIVERSITY OF MINNESOTA, Minneapolis. Two terms: June 16—July 25; July 28—August 30. Dean T. A. H. Teeter,

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MISSISSIPPI

MISSISSIPPI SOUTHERN COLLEGE, Hattiesburg. June 2-August 15. Dr. R. A. McLemore, Dean; J. A. Greene, Department Head. BCDEFGHIJ

UNIVERSITY OF MISSISSIPPI, University. Two terms: June 4-July 12; July 14-August 21. John E. Phay, Director; R. B. Ellis, Registrar. LN

MISSOURI

NORTHEAST STATE TEACHERS COLLEGE, Kirksville. June 2-August 7. Walter H. Ryle, President; Dr. P. O. Selby, Division Head. BDGJL

NORTHWEST MISSOURI STATE COLLEGE, Maryville. May 27-August 1. Dr. Sterling Surrey, Department Head. BDEFGHIJ

ST. LOUIS UNIVERSITY, St. Louis. Two terms: June 16-July 25; July 26-August 29. Rev. M. B. Martin, S. J., Director; T. F. Quinn, Dean. BLM

SOUTHWEST MISSOURI STATE COLLEGE, Springfield. June 2-August 1. Roy Ellis, President; Dr. W. V. Cheek, Department Head. BDEFGHIJN

UNIVERSITY OF MISSOURI, Columbia. June 9-August 1. Dr. L. G. Townsend, Director; Merea Williams, Department Head. KLM

MONTANA

MONTANA STATE UNIVERSITY, Missoula.

Two terms: June 16-July 25; June 16-August 22. E. A. Atkinson, Director; Mrs. Brenda Wilson, Associate Professor. BDEFGIJLN

NEBRASKA

CREIGHTON UNIVERSITY, Omaha. June 12-August 5. Rev. William F. Kelley, S. J., Director; Dr. F. E. Walsh, Department Head. BCDHN

STATE TEACHERS COLLEGE, Kearney. Two terms: June 2-August 1; August 2-August 16. Herbert L. Cushing, Director.

UNIVERSITY OF NEBRASKA, Lincoln. Two terms: June 3-July 25; June 3-July 16. Dr. Frank E. Sorenson, Director; Luvicy M. Hill, Department Head. DEGIJLMN

NEW MEXICO

New Mexico Highlands University, Las Vegas. Two terms: June 2-July 11; July 12-August 15. Dr. Byron Roberts, Director; Vernon V. Payne, Department Head. BCIJLN

NEW MEXICO WESTERN COLLEGE, Silver City. June 4-July 27. Dr. H. W. James, Director; W. J. Lincoln, Department Head. K

NEW YORK

COLUMBIA UNIVERSITY (Teachers College), New York. July 7-August 15. Professor Thomas C. Izard, Director; Hamden L. Forkner, Department Head. BDEFGIJLMN

HUNTER COLLEGE, New York. July 7-August 15. Professor James R. Meehan, Department Head. L

NAZARETH COLLEGE, Rochester. July 7-August 13. Sister Rose Angela, Director; Elizabeth Fake.

NEW YORK COLLEGE FOR TEACHERS, Albany. July 1-August 9. Dr. Milton C. Olson, Director. L

SYRACUSE UNIVERSITY, Syracuse. Two terms: June 30-August 8; August 11-September 12. Dr. William M. Cruickshank, Director; Dr. O. Richard Wessels, Chairman. AEFGJLM

NORTH CAROLINA

DUKE UNIVERSITY, Durham. Two terms: June 11-July 19; July 22-August 29. Paul H. Clyde, Director.

EAST CAROLINA TEACHERS COLLEGE, Greenville. Two terms: June 2-July 9; July 10-August 15. Dr. Leo W. Jenkins, Director; Dr. E. R. Browning, Department Head. AGILN

LENOIR RHYNE COLLEGE, Hickory. Two terms: June 9-July 16; July 17-August 22. G. R. Patterson, Director; G. W. McCreary, Department Head.

NORTH DAKOTA

STATE TEACHERS COLLEGE, Dickinson. June 9-August 1. Charles E. Scott, President; L. G. Pulver, Department Head.

UNIVERSITY OF NORTH DAKOTA, Grand Forks. International Business Education Conference, June 4-June 6. Dorothy L. Travis and O. M. Hager, Co-chairmen. N

OHIO

BOWLING GREEN STATE UNIVERSITY, Bowling Green. June 9-August 1. Dr. E. C. Shuck, Director; Dr. Galen Stutsman, Associate Professor. DJL

CLEVELAND COLLEGE (Western Reserve University), Cleveland. Two terms: June 16-July 26; July 28-September 6. Matilda Jameson, Registrar; C. Wilson Randle, Dean. BGHIJL

KENT STATE UNIVERSITY, Kent. Two terms: June 16-July 25; July 28-August 29. Dr. Elizabeth M. Lewis, Department Head; Dr. Charles E. Atkinson, Registrar. ABDGIJLN

OHIO STATE UNIVERSITY, Columbus. Two terms: June 16-July 23; July 24-August 29. H. P. Fawcett, Chairman; Dr. J. Marshall Hanna, Professor. BDEFGHIJLMN

UNIVERSITY OF AKRON, Akron. June 16-July 25. Dr. H. R. Evans, Dean; H. M. Doult, Department Head. BDGJ

UNIVERSITY OF CINCINNATI, Cincinnati. Two terms: June 13-July 19; July 21-August 26. Dr. Spencer Shank, Dean; Dr. Harold Leith, Program Chairman. BEFLM

WILMINGTON COLLEGE, Wilmington. Two terms: June 11-July 14; July 16-August 17. Graydon Yaple, Director; Evalyn Hibner, Department Head.

A, Work-Experience; B, Bookkeeping; C, Consumer Education; D, General Business; E, Office Machines; F, Office Practice; G, Shorthand; H, Supervision; I, Transcription; J, Typewriting; K, Combination Methods; L, Master's Program; M, Doctor's Program; N, offering open conference.

OKLAHOMA

CENTRAL STATE COLLEGE, Edmond. June 2–August 1. Dr. Joe Jackson, Director; M. L. Bast, Department Head.

NORTHEASTERN STATE COLLEGE, Tahlequah. May 26–July 24. Noble Bryan, Director; E. H. Haworth, Department Head. BDGJ

PANHANDLE A. & M. COLLEGE, Goodwell. June 2–July 26. E. Lee Nichols, Jr., Registrar; Thomas Foster, Department Head. BDGJ

UNIVERSITY OF OKLAHOMA, Norman. June 4–August 4. Vice-President C. M. Franklin, Chairman.

UNIVERSITY OF TULSA, Tulsa. June 4–August 1. Clyde I. Blanchard, Department Head. AEFGIJL

OREGON

OREGON STATE COLLEGE, Corvallis. June 23–August 15. Dr. Franklin R. Zeran, Director; Dr. C. T. Yeran, Department Head. KLMN

UNIVERSITY OF OREGON, Eugene. June 23–August 15. Dean Paul B. Jacobson, Director; Professor Jessie M. Smith. BFGIJL

PENNSYLVANIA

BLOOMSBURG STATE TEACHERS COLLEGE, Bloomsburg. Three terms: June 2–June 20; June 23–August 1; August 4–August 22. Dr. T. P. North, Dean; R. G. Hallisy, Director. N

ELIZABETHTOWN COLLEGE, Elizabethtown. Three terms: June 2–June 21; June 23–August 2; August 4–August 23. Albert L. Gray, Jr., Department Head; Henry G. Bucher, Director.

GROVE CITY COLLEGE, Grove City. June 16–August 15. Dr. Weir C. Ketler, Director. BGJ

Pennsylvania State College, State College. Three terms: June 10–June 27; June 30–August 9; August 11–August 29. Dr. M. R. Trabue, Director; Dr. James J. Gemmell, Chairman. CDEFGHIJLMN

TEMPLE UNIVERSITY, Philadelphia. Two terms: June 30–August 8; August 8–September 19. John M. Rhoads, Director; Dr. William M. Polishook, Department Head. ELMN

UNIVERSITY OF PENNSYLVANIA, Philadelphia. June 30–August 9. E. D. Grizzell, Dean; W. L. Einolf, Chairman. BDLN

UNIVERSITY OF PITTSBURGH, Pittsburgh. Two terms: June 13–June 27; June 30–August 8. Dr. Frank Shockley, Director; Dr. D. D. Lessenberry, Department Head. ABDFGJLMN

SOUTH DAKOTA

BLACK HILL STATE TEACHERS COLLEGE, Spearfish. Two terms: June 2–July 3; July 7–August 8. Dr. Russell E. Jones, President; Evelyn Elliott, Department Head.

SOUTH DAKOTA STATE COLLEGE, Brookings. June 16–August 8. Alta Ruth Dickinson, Assistant Professor. EGIJ

SOUTHERN STATE TEACHERS COLLEGE, Springfield. Two terms: June 2–July 3; July 7–August 8. W. W. Ludeman, Director; Arthur Tschetter, Department Head. K

The Pennsylvania State College

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Main Summer Session
June 30 to August 9
Post-Session
August 11 to August 29

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UNIVERSITY OF SOUTH DAKOTA, Vermillion. Business Teacher Clinic: June 23–24. Hulda Vaaler, Director. N

TENNESSEE

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville. Two terms: June 16–July 19; July 21–August 23. Workshop: June 9–June 13. Theodore Woodward, Department Head. BDGJLN

TENNESSEE POLYTECHNIC INSTITUTE, Cookeville. Two terms: June 2–July 8; July 9–August 16. Everett Derryberry, President; Louis Johnson, Jr., Director. BGJ

UNIVERSITY OF TENNESSEE, Knoxville. Two terms: June 11–July 18; July 19–August 24. Dr. Theodore W. Glocker, Dean. EGIJLN

TEXAS

EAST TEXAS STATE TEACHERS COLLEGE, Commerce. Two terms: June 6–July 16; July 18–August 27. Dean Frank Young, Director; Elton D. Johnson. KL

NORTH TEXAS STATE COLLEGE, Denton. Two terms: June 2–July 11; July 14–August 22. O. J. Curry, Dean; L. M. Collins, Department Chairman. BCDE FGHIJLMN

SAM HOUSTON STATE TEACHERS COLLEGE, Huntsville. Two terms: June 2–July 11; July 14–August 22. Dr. Harmon Lowman, President; Jean D. Neal, Department Head. L

SOUTHERN METHODIST UNIVERSITY, Dallas.

Two terms: June 4–July 15; July 17–August 29. Dean Hemphill Hosford, Director; Mrs. Virginia Baker Long, Department Head. BFGIJ

SOUTHWEST TEXAS STATE TEACHERS COLLEGE, San Marcos. Two terms: June 2–July 11; July 14–August 21. Dr. J. G. Flowers, Director; Dr. Alvin Musgrave, Department Head. EL

STEPHEN F. AUSTIN STATE COLLEGE, Nacogdoches. Two terms: June 5–July 11; July 14–August 22. Dr. T. E. Ferguson, Director; Dr. Guy W. Trump, Department Head. K

TARLETON STATE COLLEGE, Stephenville. Two terms: June 9–July 19; July 21–August 30. E. J. Howell, President; Z. C. Edgar, Department Head. BGJ

TEXAS CHRISTIAN UNIVERSITY, Fort Worth. Two terms: June 2–July 16; July 17–August 27. Dr. Ellis M. Sowell, Dean; Dr. Ruth I. Anderson, Professor. GJ

TEXAS COLLEGE OF ARTS AND INDUSTRIES, Kingsville. Two terms: June 2–July 12; July 14–August 23. J. R. Manning, Director; J. C. Jernigan, Dean. BFGIJL

TEXAS WESTERN COLLEGE, El Paso. Two terms: June 3–July 11; July 14–August 22. C. A. Puckett, Dean; Wade Hartrick, Chairman.

TILLOTSON COLLEGE, Austin. Audrey W. Scott, Director of Commercial Education; Dr. M. L. Ore, Director. BDEFGIJ

UNIVERSITY OF HOUSTON (College of Business Administration), Houston. Two terms: June 6–July 18; July 21–August 30. Dr. Eugene H. Hughes, Dean; Dr. Carlos Hayden, Chairman. BEFHLMN

UNIVERSITY OF TEXAS, Austin. Two terms:

June 3-July 16; July 17-August 27.
Dr. William R. Spriegel, Dean; Florence
Stullken, Division Head. BEFGIJL

UTAH

UNIVERSITY OF UTAH, Salt Lake City.
June 16-August 31. Harold W. Bentley,
Dean; E. C. Lorentzen, Department
Head. GIJL

VIRGINIA

LONGWOOD COLLEGE, Farmville. June 16-
August 9. W. W. Savage, Director; M.
L. Landrum, Department Head.

MADISON STATE COLLEGE, Harrisonburg.
June 16-August 8. Percy H. Warren,
Director; Dr. S. J. Turille, Department
Head. ABCDEFGHIJL

UNIVERSITY OF VIRGINIA, Charlottesville.
June 25-August 18. Lindley J. Stiles,
Dean; Tipton R. Snavelly, Department
Head. BN

VIRGINIA POLYTECHNIC INSTITUTE, Blacks-
burg. Two terms: June 11-July 19;
July 29-August 15. Dr. L. A. Pardue,
Vice-President; Dr. Harry Huffman, De-
partment Head. BDFGIJLN

WASHINGTON

COLLEGE OF PUGET SOUND, Tacoma. Two
terms: June 16-July 18; July 21-
August 22. Office of the Dean. L

STATE COLLEGE OF WASHINGTON, Pull-
man. June 16-August 9. J. Murray
Lee, Director. LN

UNIVERSITY OF WASHINGTON, Seattle. Two
terms: June 23-July 23; July 24-August
22. Dr. Eric L. Barr, Director; Dr.
M. Fred Tidwell. FGJILM

WEST VIRGINIA

CONCORD COLLEGE, Athens. Two terms:
June 2-July 11; July 14-August 22.
David Kirby, Dean; Cloyd P. Arm-
brister, Department Head.

MARSHALL COLLEGE, Huntington. Two
terms: June 2-July 11; July 14-August
22. Stewart H. Smith, Director; Vernon
D. Jolley, Department Head. BDGIJLN

WEST VIRGINIA STATE COLLEGE, Institute.
Two terms: June 2-July 12; July 14-
August 22. Dr. Harrison H. Ferrell,
Director; Dr. Richard Homburger, De-
partment Head. KN

WISCONSIN

MARQUETTE UNIVERSITY, Milwaukee. Two
terms: June 9-August 1; June 23-
August 1.

UNIVERSITY OF WISCONSIN, Madison. June
27-August 22. Dean John Guy Fowlkes,
Director; Russell J. Hosler, Department
Head. BEFGHIJLMN

WYOMING

UNIVERSITY OF WYOMING, Laramie. June
16-August 22. O. C. Schwiering, Di-
rector; Robert L. Hitch, Department
Head. BDGJL

CANADA

BRITISH COLUMBIA DEPARTMENT OF EDU-
CATION SUMMER SCHOOL, British Colum-
bia. July 2-August 1. F. H. Johnson,
Director. BEGJ

Mutual Service Bureau

EVERYWHERE

1740 Broadway, New York 19, N. Y.

Apr. 1, 1952.

1

2 Mr. Martin Lester
3 Avon Flower Mart
4 335 Centre Street
5 Lancaster Pennsylvania.

6 Dear Lester,

7 It pays to send friendly Greeting letters to customers--
8 letters, that in addition to creating good-will, enables you to
9 keep in contact with your customers. Easter is at hand--a ideal
10 time to send greetings to your customers!

11 Won't you please take the time to look over the enclosed
12 sample easter Greeting letter. The message it carries is sincere,
13 warm, and friendly. It is beautifully produced in six color on a
14 Gloria Bond letter-head. You have the privilege of making any
15 change you wish in the wording, or you can use an intirely new let-
16 ter of your own composition.

17 Your firm name and address will be reproduced as it appears on
18 your letter-head. If the letters are to be signed by an individuel,
19 the words "I" and "my" will be used in the copy instead of "we" and
20 "our". The Greeting letters will be accompanied by specially made
21 envelopes that can be sealed yet may be mailed under third-class
22 postal rates if you prefer not to send them first class. If you
23 desire, we will fold the letters and insert them in the envelopes for
24 you at a slight additional cost. Shipment will be made on the date
25 you specify.

26 Greeting letters are an investment that pay premium profits.
27 Your business grows and prospers because the friendship of customers
28 is your most valuable asset. The charge is small: 100 Greetings
29 \$7; 500 Greetings \$30; 1000 greetings \$55.

30 Send no money. Just right in the margin of this letter the quan-
31 tity desired and return it to us to-gether with the sample, as is or
32 adjusted as you desire. We shall be glad to service your order promp-
33 tly. May we here from you?

34

Very sincerely yours

35

MUTUAL SERVICE BUREAU

Donald J. Harris

Executive Director

36 DJ:1b

World's Worst Transcript

■ Here is the key to this month's WWT that appears above. We wonder how many of your students will catch error 27 in line 22!

1. (1) April, not Apr.; (2) no period after 1952.

5. (3) Insert comma after Lancaster; (4) no period after Pennsylvania.

6. (5) Insert Mr. after Dear; (6) colon, not comma, after Lester.

8. (7) Take out comma after letters and insert comma after that; (8) creating, not createing; (9) good will, not good-will; (10) enable, not enables.

9. (11) an, not a.
12. (12) Easter, not easter; (13) mes-
sage, not massage.

13. (14) beautifully, not beautifuly;
(15) colors, not color.

14. (16) letterhead, not letter-head;
(17) privilege, not privalege.

15. (18) entirely, not intirely.
16. (19) composition, not compositiion.

18. (20) letterhead, not letter-head;
(21) individul, not individuel.

19. (22) Insert closing quotation marks after my.

20. (23) Transpose period inside closing quotation marks; (24) accompanied, not accompenied.

21. (25) envelopes, not envalopes; (26) insert comma after sealed.

22. (27) Insert hyphen between first and class.

23. (28) envelopes, not envalopes.
24. (29) additional, not additionel.

26. (30) pays, not pay.
27. (31) business, not buziness.

28. (32) valuable, not valueable; (33) insert comma after Greetings.

29. (34) 500, not 50; (35) insert comma between Greetings and \$30; (36) 1,000, not 1000; (37) Greetings, not greetings; (38) insert comma between Greetings and \$55.

30. (39) write, not right; (40) margin, not marjin.

31. (41) To clarify sentence, have it read return the letter, not return it; (42) insert comma after us; (43) together, not to-gether; (44) insert comma after is.

32. (45) promptly is incorrectly divided at end of line--prompt-ly.

33. (46) hear, not here.
34. (47) Insert comma after yours.

36. (48) Director, not Directer.

I. SCHOOL PURCHASES

Make	Per Cent Pica	Per Cent Elite	Per Cent Other
I. B. M.	20.3	45.8	33.9
Remington	90.0	10.0	°
Royal	71.0	29.0	°
Smith-Corona	80.0	20.0	°
Underwood	70.0	30.0	°

*Negligible or on 10- or 12-pitch base.

II. GOVERNMENT PURCHASES

Make	Per Cent Pica	Per Cent Elite	Per Cent Other
I. B. M.	20.4	54.6	25.6
Remington	5.0	95.0	°
Royal	°°	°°	■
Smith-Corona	2.0	98.0	■
Underwood	15.0	80.0	5.0

*Negligible or on 10- or 12-pitch base.
**Figures not separately classified.

III. BUSINESS PURCHASES

Make	Per Cent Pica	Per Cent Elite	Per Cent Other
I. B. M.	42.1	36.2	21.7
Remington	30-35.0	65-70.0	■
Royal	°°	°°	°
Smith-Corona	60.0	40.0	°
Underwood	60.0	35.0	5.0

*Negligible or on 10- or 12-pitch base.
**Figures not separately classified.

Pica vs. Elite Typewriter Type — 1951

A B.E.W. Survey Report

■ **Background**—"We are going to buy new typewriters. Should we get pica or elite machines?" That's a question often received by the editors of *BUSINESS EDUCATION WORLD*, one that has frequently been answered, "There appears to be a growing trend toward the use of elite machines, if our incoming mail is any test and if the statements made by businessmen are accurate."

• **Second Thought.** But when the editors visited an Underwood plant last fall and learned that that particular plant was then turning out standard machines at a ratio of 65-70 per cent pica to 30-35 per cent elite, they took a second thought. When another typewriter manufacturer questioned the ratio, the editors thought it time to canvass the industry.

• **Definition.** Machines called *pica* are those with "10 pitch"—get ten spaces to a horizontal inch. Generally speaking, this is "the big type" machine. Although type faces of many different sizes may be used on these machines, they are known as *pica* if they space 10 to an inch.

Elite machines are those with "12 pitch"—get 12 spaces to a horizontal inch. It's the "small type" machine.

For special purposes, there are many other pitches; you can get typewriters that space 7, 8, 10, 12, 15 spaces to the inch—or any other number, if you'll pay for a custom-built machine. But the 10-pitch pica and the 12-pitch elite are universal.

• **Survey.** *BUSINESS EDUCATION WORLD* wrote to executives of the Big Five manufacturers asking for data on the machines purchased in 1951 by (a) schools, (b) the Government, and (c) businessmen.

The firms do not keep production records in identical form; not all firms, therefore, could provide identical data. But enough data were provided to indicate that in 1951 (a) schools were

buying pica machines when (b) the Government was buying elites and (c) businessmen were tossing coins, with the elite side of the coin coming up more often than the pica side.

■ **School Purchases**—The only figures that are complete and fully comparable are those concerning school purchases of new typewriters. See Table I.

• *The striking point* about the school data is the near unanimity of purchasing pica manual machines.

• *The contrasting I.B.M. figures*, with 33.9 per cent *other* and 45.8 per cent *elite*, suggest that in 1951 those schools purchasing electric machines were buying them for special purposes other than, or in addition to, typing-room instructional use.

Such a premise would explain the "other" figure. I. B. M. is exclusive manufacturer of the "proportional spacing" machine that has neither 10 or 12 pitch but gives rather more space for wide characters (like M and W) and less for narrow ones (like i).

Because this machine gives an imprint much like printer's type, it is popularly used for school publications. Similarly, because any electric is excellent for typing stencils and master duplicating sheets, electrics are often purchased for duplicating use; and, as duplicating involves space economy, elite type may be preferred to pica for this purpose.

■ **Government Purchases**—The figures for Government purchases of typewriters in 1951 are almost the opposite from those of schools. See Table II.

• *The striking point* is, of course, the unanimity of selection of elite machines. Norman Saksvig, educational director for Smith-Corona, commented,

IV. PORTABLE MACHINES

Make	Per Cent Pica	Per Cent Elite
Remington	70.0	30.0
Royal	60.0	40.0
Smith-Corona	68.0	32.0
Underwood	65.0	35.0

"Apparently the Government has standardized on the use of elite machines." The space economy of elites (20 per cent more characters to a line, and an equal per cent, therefore, more words to the page) may explain the choice.

■ **Business Purchases**—The dominance of elite machines is less apparent in business usage. See Table III.

• *Only Remington* reports that business prefers elite machines; I.B.M., Smith-Corona, and Underwood report a preference for picas in 1951.

• *The Royal figures* are therefore of special interest. Royal's records are of two kinds: all-over figures (including school purchases) and separate figures on school purchases. Royal reported for 1951 these all-over figures: *pica*, 34 per cent; *elite*, 61 per cent; and *others*, 5 per cent. The school figures (in Table I) are weighted toward picas, which indicates that the Government and Business purchases were even more weighted toward elite than the 61-34 figure would indicate.

■ **Your Orders**—When a school orders new machines, its decision about pica vs. elite is of considerable moment. Students who develop "placement judgment" on pica machines have relearning to do when they are required to use elite machines in offices; the reverse is, of course, also true.

The market for which students are training, perhaps, should be the controlling factor. Clearly, a school training students for Civil Service work should weight the training toward the use of elites. Clearly, a school training students for a dominant local concern should find out what the firm is using. Clearly, every student must have production experience on *both* kinds of machines.

• *Not to be overlooked* is the influence of the machine used in the classroom on the machine that the worker will prefer to use and will recommend in the future. Evidence of this lies in the fact that students, the big purchasers of portable typewriters, buy pica portables (see Table IV).

■ **Recorders, Bookkeepers, Accountants**—The vast army of hard-working men and women who write the history of business and guide management through economic cycles can be divided into three groups: recorders, bookkeepers, and accountants.

• *The first group*, the recorders, handle the daily routine involving vouchers—checking those coming into the business and preparing those going out.

• *The second group*, the bookkeepers, proceed from the point from which the clerical workers leave off—they build the records that form the basis for a complete accounting of the financial activities of the business.

• *The third group*, the accountants, plan bookkeeping systems, supervise the work of bookkeepers, interpret their records, and prepare the more advanced financial reports and income-tax returns.

Together, the three groups of record builders (really business historians) provide the proprietors or owners of any business with fundamental figures and information. Fundamental figures are key figures that unlock the door that leads to success in business. These figures also serve as a guide in future management of a business.

■ **Use of Formulas**—Formulas can be used to find key figures in bookkeeping and accounting. A formula is a shortcut rule or recipe, an easy way to remember how to do something. The formulas given here are to be used in solving the May bookkeeping awards contest.

■ **Formulas for Financial Statements**— $S - \text{COS} = \text{GP}$ (Sales or service minus Cost of Sales or Service equals Gross Profit)

$\text{GP} - \text{E} = \text{NP}$ (Gross profit minus Expenses equals Net Profit)

$\text{E} - \text{GP} = \text{NL}$ (Expenses minus Gross Profit equals Net Loss)

$\text{MI}^1 + \text{P} + \text{TOP} = \text{COMAFS}$ (Mer-

Name of Business	Income from Sales	Merchandise Inventory at Beginning of Period	Purchases of Merchandise	Transportation on Purchases
Airways Shop	\$79,122.60	\$12,767.59	\$33,001.20	\$1,300.00
Brayne & Braun	68,011.59	11,656.95	22,990.19	200.00
Caldwell Corporation	76,085.39	12,630.17	33,533.44	150.00
Tru-Vu Television Co.	65,974.93	10,360.81	41,402.51	1,000.00
Youth Craft Company	66,687.30	16,379.62	27,270.37	1,000.00

Assignment B—For a Senior Certificate of Achievement

May Bookkeeping Awards Contest

chandise Inventory at the beginning of the fiscal period plus Purchases plus Transportation on Purchases equals Cost of Merchandise Available for Sale)

$\text{COMAFS} - \text{MI}^2 = \text{CMS}$ (Cost of Merchandise Available for Sale minus Merchandise Inventory at the end of the fiscal period equals Cost of Merchandise Sold)

$\text{A} - \text{L} = \text{P}^2$ (Assets minus Liabilities equals Proprietorship at the end of the fiscal period)

$\text{A} = \text{L} + \text{P}^2$ (Assets equal Liabilities plus Proprietorship at the end of the fiscal period)

$\text{P}^1 - \text{P}^2 = \text{NL}$ (Proprietorship at the beginning of the fiscal period minus Proprietorship at the end of the fiscal period equals Net Loss)

$\text{A} - \text{P}^2 = \text{L}$ (Assets minus Proprietorship at the end of the fiscal period equals Liabilities)

$\text{P}^2 - \text{P}^1 = \text{NP}$ (Proprietorship at the end of the fiscal period minus Proprietorship at the beginning of the fiscal period equals Net Profit)

■ **Instructions for Students**—Copy the form (or forms) given on these pages. Then fill in all blank spaces with the figures called for by the columnar headings. Use the formulas given with the contest problem. Make clear figures, uniform in size. Encircle any loss figure.

• **Awards Procedure.** Students who wish to earn a Junior Certificate of Achievement, solve Assignment A; a Senior Certificate of Achievement, Assignment B; a Superior Certificate of Achievement, Assignment C. Because this is the last contest of the current school year, students are invited to solve all three parts of the problem and earn the three certificates (or pins) at one time. An examination fee of ten cents is required for each of the three certificates, however. The fee for each pin is fifty cents.

• **Teachers.** See contest rules, which appear on page 459 of this issue.

■ **The Bookkeeping Awards Pins**—The OBE pins are of exquisite workman-

Name of Business	Income from Sales or Service	Cost of Sales or Service	Gross Profit	Total Operating Expenses	Net Profit or Loss
Crown Confectionery Company	\$ 33,053.61	\$21,019.33	?	\$10,641.02	?
Denton's Department Store	74,998.72	43,101.39	?	16,762.11	?
Freeman's Service Station	29,895.05	25,111.96	?	6,401.01	?
Sample Sweet Shop	50,401.18	33,916.07	?	10,176.25	?
R. H. Wing & Son	101,419.56	67,447.39	?	29,449.82	?

Assignment A—For a Junior Certificate of Achievement or Pin

Location	Total Cost of Merchandise Available for Sale	Merchandise Inventory at End of Period	Cost of Merchandise Sold	Gross Profit on Sales	Total Operating Expenses	Net Profit or Loss
?	?	\$12,586.49	?	?	\$29,433.18	?
?	?	11,475.85	?	?	18,322.81	?
?	?	12,656.60	?	?	30,673.34	?
?	?	9,601.21	?	?	29,431.02	?
?	?	12,529.71	?	?	24,250.09	?

Certificate of Achievement or Pin

Formulas for Financial Statements

ship. The Junior OBE Pin is gold and green-and-white French enamel; the Senior OBE Pin is gold and red-and-white French enamel; the Superior Pin is gold and blue-and-white French enamel.

• On orders for 15 or more OBE pins for students, a Superior OBE Pin will be supplied free for the teacher.

Every bookkeeping student will be proud to wear the OBE pins in recognition of his accomplishment on the bookkeeping tests and in the International Bookkeeping Contest. The series of three pins, worn together, makes an attractive and arresting dress or coat ornament.

• Students may purchase the OBE pins only if they have passed the respective bookkeeping tests. If the student does not hold the certificate and does not care to have it, he may apply for the pin only. The nominal price of each pin is 50 cents when orders are placed through the teacher. Replacements are \$1.20 each.

Teacher's Key—

• Assignment A. Gross Profit: Crown, \$12,033.68; Denton's, \$31,897.33; Freeman's, \$4,783.09; Sample, \$16,485.11; Wing, \$33,972.17. Net Profit or Loss: Crown, \$1,392.66; Denton's, \$15,135.22; Freeman's, \$1,617.92 (loss); Sample, \$6,308.86; Wing, \$4,522.35.

• Assignment B. Total Cost of Merchandise: Airways, \$47,078.00; Brayne, \$34,945.32; Caldwell, \$46,321.53; Tru-Vu, \$52,767.61; Youth Craft, \$44,706.53. Cost of Merchandise Sold: Airways, \$34,491.51; Brayne, \$23,469.47; Caldwell, \$42,420.46; Tru-Vu, \$43,166.40; Youth Craft, \$32,176.82. Gross Profit: Airways, \$44,631.09; Brayne, \$44,542.12; Caldwell, \$33,664.93; Tru-Vu, \$22,808.53; Youth Craft, \$34,510.48. Net Profit or Loss: Airways, \$15,197.91; Brayne, \$26,219.31; Caldwell, \$2,991.59; Tru-Vu, \$6,622.49 (loss); Youth Craft, \$10,260.39.

• Assignment C. Assets: Harper's,

\$12,983.25; Superior Supply, \$12,515.60. Liabilities: Lawrence Brothers, \$2,790.71; Town and Country, \$3,294.10. Proprietorship at End: Appleby & Strong, \$7,242.01; Thomas B. Moore, \$7,899.15. Net Profit or Loss: Appleby & Strong, \$257.99 (loss); Harper's \$74.11 (loss); Lawrence Brothers, \$2,901.42; Thomas B. Moore, \$899.15; Superior Supply, \$393.90 (loss); Town and Country, \$7,205.90.

Best of the Best!

From among the thousands of papers submitted in the January BEW Bookkeeping Contest, the judges have selected the following as "Best of the Best":

Marie Morring, St. Euphrasia School, Seattle, Washington. Teacher: Mrs. Ida Payzant.

Anne Lemberger, Edgewood High School, Madison, Wisconsin. Teacher: Sister M. Alexius.

Pierrette Delisle, St. Ann's Academy, Montreal, Quebec. Teacher: Sister Mary Ann Laura.

Maryann Schiedler, Union High School, Molalla, Oregon. Teacher: Lorraine Paulick. Rozella Nadolski, High School, Ashley, Illinois. Teacher: Eva K. Hooper.

Carmita Lopez, American Dominican Academy, Havana, Cuba. Teacher: Sister Joseph Marie.

Mary Louise Cook, Franklin County High School, Winchester, Tennessee. Teacher: Mrs. Robert Rowell.

Donann Boothby, High School, Elgin, Illinois. Teacher: E. Lewis.

Mary Lou Bladley, West Central Catholic High School, Grand Rapids, Michigan. (No instructor's name on paper.)

Rosemarie Spencer, St. Francis Convent School, Honolulu, Hawaii. Teacher: Sister M. Gerard.

Arney Wick, High School, Hot Springs, Montana. Teacher: Chris F. Warnes.

Martha Hadapp, St. Mary Central High School, Carlyle, Illinois. Teacher: Sister M. Elfrida.

Dorothy Lowe, Sumner High School, Kansas City, Kansas. Teacher: Mrs. Arthelia Alexander.

Raymond Tschimperle, Guardian Angels High School, Chaska, Minnesota. Teacher: Sister Pirmin.

Ellen Chew, Richmond High School, Vancouver, B. C., Canada. Teacher: Mrs. Marion Taylor.

Muriel Stalley, Immaculate Conception Academy, Davenport, Iowa. Teacher: Sister Mary Petrus.

Lita Skarp, High School, Cloquet, Minnesota. Teacher: Ruth E. Loomis.

Maureen Nichols, St. Mary's High School, Lawrence, Massachusetts. Teacher: Sister Mary Rufio.

Joann Paxton, Union High School, Yuba City, California. Teacher: Reginald C. Estep.

Cephus Rogers, St. Patrick's School, Frederickstad, St. Croix, Virgin Islands.

Janet Redling, Elizabeth Seton High School, Pittsburgh, Pennsylvania. Teacher: Sister M. Cornelia.

Name of Business	Assets	Liabilities	Proprietorship at End of Fiscal Period	Proprietorship at Beginning of Fiscal Period	Net Profit or Net Loss
Appleby & Strong	\$11,806.40	\$4,564.39	?	\$ 7,500.00	?
Harper's Health Shop	?	5,505.06	\$ 7,478.19	7,552.30	?
Lawrence Brothers	16,500.00	?	13,709.29	10,807.87	?
Thomas B. Moore	10,975.06	3,075.91	?	7,000.00	?
Superior Supply Company	?	2,909.50	9,606.10	10,000.00	?
Town and Country Bazaar	30,000.00	?	26,705.90	19,500.00	?

Assignment C—For a Superior Certificate of Achievement or Pin

Evaluating Your Typewriting Classroom

DR. EARL P. STRONG and MILDRED E. REED
College of Commerce, University of Illinois

■ **Introduction**—Much change has come about during the past ten to fifteen years in typewriting equipment and in the rooms housing this equipment. A great thrill has been experienced lately in evaluating the classroom equipment in some of our finer and more progressive high schools and colleges. It is heartening to observe, in most instances, that as new equipment, new room space, and new buildings are added, the typewriting classroom and the business office are, *at last*, becoming more nearly one.

In the last decade, the changes in the physical features and the equipment of the classroom, made by teachers and school administrators, have been more impressive than the changes in the typewriter itself. These classroom changes are a result of the realization by educators that requirements for equipment and for the room itself have a *direct* bearing on the ease of teaching, the ease of learning on the part of the students, and on higher classroom morale.

In evaluating a typewriting classroom, what does one look for? What is the difference between a "good" and a "poor" rating? To discuss all of the items involved would be impossible in a short article. However, when thinking of a typewriting setup that would be adaptable in *all school situations* with a *minimum amount of expense* and yet merit a "good" evaluation, one should consider three important factors: (1) the typewriters, (2) the furniture and fixtures, and (3) the room.

■ The Classroom Typewriters—

• **Use of Up-to-Date Equipment.** Many schools today are keeping pace with the improvements in office equipment. Yet, there are many more who are notorious for their antiquated equipment. This is understandable in view of the high prices for typewriters, but it is a situation that should be corrected. Every effort should be made to replace out-of-date typewriters as soon as possible.

Some schools have adopted the plan whereby old machines are turned in every three years. This tends to prorate the expense and, at the same time, makes it possible to have the latest equipment.

The training of students on equipment that is new and modern will be more in keeping with the equipment they will use when they go out on the job. It is true that many small offices have been slow in replacing antiquated typewriting equipment; but, in general, more business offices have up-to-date equipment than do schools. The first consideration, then, is to *use up-to-date equipment*.

• **Standardization of Typewriters.** School administrators and business teachers continue to purchase a variety of makes of typewriters when equipping a room. There is little justification for this action. The argument that students must learn to typewrite on all makes of machines is a lofty ideal; but, when this practice is followed, an added burden is thrown upon the school, the teachers, and the students.

The burden to the *school* comes about through increased cost of maintenance. Where different makes of typewriters are used, as many repairmen representing as many different companies must make separate trips to each location to service their portion of the machines, whereas one repairman could do the job in one trip if a single make of machine were in use.

The added burden to the *teacher* comes about through having to teach all makes of machines to groups of students, and to the *students* by their being slowed in their learning as a result of switching from one make of typewriter to another and having to become adjusted to each make during the learning process. To be sure, the students, when later working in offices, will not *all* work on the same make of typewriter on which they were instructed in school. They can learn to operate other existing makes of typewriters in a relatively short time if the teacher in school has instructed them thoroughly on *all* the operative parts of the machine.

Insisting that all makes of typewriters be represented and that all students learn to use all makes in school is about as sensible as requiring that all students learn to drive all makes of automobiles while taking their driver-training course. The ease with which individuals are able to transfer a knowledge of operative parts is indicated by an experience that is almost universal to everyone, the driving of various makes and sizes of automobiles. By experimenting with the various operative parts for a minute or two before starting, and by proceeding slowly for a short distance, the operator soon is able to handle any car without hesitation, even when the element of size is a differentiating factor—a factor that is not present in the different makes of typewriters.

[Note, however, that in recent years typewriters are tending to become more *unlike* one another. While it is indubitably better to teach a class on identical machines, some *directed* experience on the features of each machine should be provided in the advanced stages of applying typing skill. Perhaps this experience can be provided in office practice. If there is but one typing room and no office-practice room, certainly it would be wise to have one model of each make, with all other machines of a uniform make. Students need not rotate on different makes until the very end of the course.—Editor]

Any of the standard makes of typewriters may be selected. It is a good policy, however, to determine the makes most widely used in the area employing your graduates, and let this information be at least one guiding factor in the selection of the make of machine.

[Note that about 70 per cent of the machines bought in business are the makes that the employees who will use them select, and of course they select the makes on which they were

Take a Look Around

If it is ammunition you need, in the form of logic or of expert opinion, on what you ought to have in your typewriting classroom, here it is! The first author has long been a leader in typewriter utilization in both business and the classroom; and both authors are familiar with modern pedagogy in typewriting, with the equipment available, and with functional classroom needs.

trained. If your school has used principally one make, the community doubtless follows suit. You have a grave responsibility in selecting the make of machine, since you affect the community selections for a decade to come.—*Editor*]

A consideration of typewriters also brings up the question of electric typewriters in the typing room. Business firms are rapidly and extensively switching to electric typewriters; and, since this is true, schools should make adequate provision for students to become familiar with them.

Here again, the transfer of the basic skills of operation are simple. It has been said an operator can equal on an electric typewriter his original manual-machine proficiency in approximately two weeks. It is desirable to have several electric typewriters available for practice use by students in advanced classes. [There is increasing evidence that the most effective utilization of electrics is in the *beginning* of typing training, rather than at the end. At the end, the typist learns only to operate the machine as if it were another duplicator or calculator; at the beginning, the machine helps the learner to become a better all-round typist.—*Editor*] Selection can be made from any of the popular makes, which at present are the IBM, Royal, Remington, and Underwood.

The second basic principle to be considered relative to equipment purchase and maintenance is *standardization of typewriters*.

• **Keyboards.** Some teachers continue to think that they must use a *blanked-out* keyboard. It is not good teaching to use blank keyboards. Furthermore, blank keyboards are not used in offices. Blanking out the keyboard is a detriment to the students, and it *does* not keep them from looking at the keys.

The teacher of typewriting should use open keyboards and emphasize correct technique through improved methods of teaching. If sufficient pace is built up through directed classroom drills, with the teacher herself frequently leading the drills at her typewriter, students will have no time to look at the keyboard or to hesitate in their typing. On the other hand, if the teaching is slow and no speed is built up in the classroom during the first few days of typewriting, then students will look at their keys because they have plenty of time to look, and habits will be established that must definitely be overcome later.

It seems almost needless to mention; but, to remove any doubts that might exist, use a keyboard that is standard in use in the offices throughout the nation. The standard keyboard today is the "Universal" keyboard. Experiments with



"Miss Simpson! Will you please stop popping your gum!"

other keyboards have been made, but these have not become standard. Until other keyboards are more widely used, the Universal keyboard should be taught.

The third consideration relative to typewriters, then, is to use a *standard open keyboard* in teaching typewriting.

■ Furniture and Fixtures—

• **Tables.** There seems to be one best typing position in relation to the height of the writing surface—the hands and arms of the typist should be in the same relative slant as the typewriter keyboard. On a standard manual typewriter, that slant is approximately 30 degrees; on an I.B.M., it is approximately 12 degrees; on a Remington Electric, it is approximately 24 degrees. But whatever the slant, the hands and arms of the typist should be in that *same slant*.

Consequently, adjustments should be made in typists' chairs and desks to permit correct posture while sitting at the typewriter. Otherwise, students will never learn the best typing position. Correct placement of the typewriter on the correct-height writing surface is so important that we should not overlook it. The professional typists have known about this basic "slant" principle for many years. As early as 1912, the professionals were cognizant of the need for raising their typewriters; George Hossfield won the championship ten times, always writing on a surface 30 inches high.

You will probably ask now, "How high *should* the tables be from the floor?" This is difficult to answer, for there seems to be no uniform height applicable to all typists. The height depends on the needs of each individual, based on the length of arm, length of torso, length of limbs, etc. In general, however, we may say that writing surfaces varying from 26 inches to (and including) 30 inches ought to be provided. The majority of the tables should be 28 to 30 inches in height. Should

the table seem to be too low for a pupil, adjustments should be made immediately.

A good test is to position a typist at the machine, have her put her hands on the home row, and stand off and look at her from the side. Correct position is attained when her arms and hands are in the same relative slant as the typewriter keyboard. With a person of average height using a standard typewriter, this will be a slant of approximately 30 degrees. Height is one thing; correct position at the typewriter is another thing!

A study of typewriter height was made at the U. S. Department of Agriculture in 1942.¹ The following methods were used to make proper adjustments for individual typists:

1. The typist's chair was raised or lowered so that her feet comfortably touched the floor. This gave her body the balance necessary for returning the carriage. When the chair is too low, the typist's legs become tired, and to relieve this tiredness, she wraps her legs around the chair legs or sits with one leg under her. If the chair is too high, blood circulation is cut off by the weight of the legs on the chair edge, which also causes fatigue and tiredness.

2. The back rest on the chair was adjusted to fit the small of the back, about waist level. It should support the typist's back and assist her in keeping her shoulders straight.

3. The typewriter was raised by placing a lift box on the desk or table under the typewriter, by putting blocks under the legs of the desk or table, or by using desks or tables of the correct height or with adjustable typewriter wells. This allows the forearms to be placed at a 30-degree angle, or parallel to the keyboard of the typewriter. This position permits faster stroking and an easier "clawing" motion.

It was proved that less fatigue (the result of the typist's sitting-up-straight position), her improved "clawing" stroke, her forearms parallel with the slope of the keyboard, and her greater leverage on the keys (effected by having a shorter shoulder distance) reduced the number of errors and increased production.

Light oak or blond maple is probably the most desirable type of wood for desks and chairs in a typewriting classroom. The use of light furniture in a room makes the room brighter, reduces contrasts, and prevents visual strain. Excellent typewriting desks with adjustable typewriter wells are manufactured by the Hammond Desk Company [5248 Hohman Avenue, Hammond, Indiana] and the Crown Institutional Equipment Company [218 South Wabash Avenue, Chicago 4, Illinois]. Both have these desks available in light wood, moderate in price.

• **Chairs.** While it is desirable from the individual typist's standpoint to

¹Earl P. Strong, "A Study of Typewriter Height," The Society for the Advancement of Management, 1944.

have adjustable posture chairs, they are not practical in a typewriting room where the chairs are used by as many as eight different persons a day. Therefore, it is recommended by the writers that the chairs used be the type on which the average person can sit comfortably.

They should be stationary (no casters), firmly and solidly constructed. The chair seat should be approximately 16 by 18 inches in size, and should be about 18 inches from the floor. The back rest should be curved to fit the typist's back. The wood of the chairs should be light oak or blond maple to match the typewriting tables. A chair of this type can be purchased from Webber, Hilmer, and Johnson [217 West Monroe Street, Chicago, Illinois]. The model number is Jasper #503.

• **Demonstration Stand.** Demonstration stands for the teacher's use when teaching typewriting are too seldom found in classrooms! Could it possibly be that the teacher types so poorly that she cannot demonstrate her skill? We hope this is not the case, but the fact remains that few teachers use demonstration stands.

Certainly there is a place for demonstration stands in every school where typewriting is taught. From the *very first day*, the teacher should use the demonstration stand to *show* how to typewrite; most teachers merely *tell* students how it is done. This should never be the case. Certainly the demonstration stand in the classroom is a justifiable expenditure of money, and it is a great aid to the teacher in demonstrating the techniques of good typewriting. Every teacher is urged to incorporate, along with other valuable teaching techniques, the demonstration method of teaching typewriting, as it will make a big difference in the progress of the pupils. Excellent demonstration stands can be purchased from the H. M. Allen Company [Hartford, Wisconsin] and from the Karl Manufacturing Company [34 Ionia Avenue SW, Grand Rapids 2, Michigan].

• **Other Items of Equipment.** There are numerous other items that should be included as part of the equipment of a typewriting room to make teaching easier and more efficient. These items are:

Copyholders, to hold the copy at approximately a 70-degree angle.

Good, unabridged dictionary.

Interval Timer.

Four-drawer file, for use by both teacher and students.

Supply cupboard for typewriter ribbons, brushes, cleaning fluid, timed-test copy, etc.

A paper cutter.

Punch.

Stapler.

Coat rack, especially in a college classroom where students wear their coats to class.

Record player and rhythmic typewriting records (not essential but desirable, to add spice to the classwork occasionally).

Duplicating equipment (including at least one stencil and one fluid-process duplicator) and voice-writing equipment (at least one transcribing unit and a set of permanent records), if not available for use in an office-practice classroom or the school office.

■ The Typewriting Room—

• **Arrangement of Furniture.** The typewriting classroom should be spacious, with plenty of "elbow room"—not cramped and congested. Space should be available for thirty students' desks. This number of students is not too great for one teacher, and yet the thirty students will provide enough activity so that no one individual student will be conscious of his own typing. This means that the typewriting room will be a large room, as classrooms go. An aisle 30 inches wide should be left, preferably between *each row* of desks and at least between *each two rows* as well as around the edge of the room. There should be at least 12 inches between the backs of the chairs, when occupied, and the next desk in the row.

The teacher's desk and demonstration stand should be in the front center of the room, in full view of the students in all parts of the room. If the room tends to be rectangular in shape, rather than square, the demonstration stand should be on a 6- or 8-inch platform. Ample blackboard and bulletin-board space should be provided where it can easily be seen by all students.

• **Lighting.** The typewriting room should be cheerful, with a uniform brightness throughout. Most teachers have to accept the amount of natural light that enters the available window space, as it is not generally possible to change the structural features of the

room or of the building. But improvements can be made in regard to the lighting fixtures and to the interior decoration of the room.

Inadequate lighting fixtures should be replaced with modern, up-to-date fixtures, preferably of the fluorescent type.

The traditional schoolroom drabness can be eliminated with bright-colored walls and light-colored floors. Bright, soft colors are stimulating. Colors in the red-yellow family can be used to warm a room psychologically; cool greens and blues are refreshing. The dark, somber colors, such as deep blue, violet, and dark gray tend to be depressing and should be used cautiously. Thus, a room with a minimum amount of natural light would be greatly improved with peach or light yellow paint; whereas, a room with adequate window space is made even more attractive if decorated in light green or light blue colors.

The trend today is definitely toward light colors in the classroom—bright walls, light furniture, light flooring, and even lighter blackboards. The old slate blackboards are being replaced by the new "greenboards," which are easier to see because they reflect less light.

• **Soundproofing.** It goes without saying that soundproofing is a "must" for the typewriting room. Though the clicking of typewriter keys is music to the ears of most typewriting teachers and students, noise does cause mental strain and fatigue. Soundproofing deadens, minimizes noise. Soundproofing is accomplished by affixing sound-absorbing perforated fiber tiles to the ceiling of the room. These can be painted or washed the same as the ceiling itself.

■ **Conclusion**—Typewriting teachers and school administrators are urged to view their typewriting classrooms critically in the light of the above suggestions.

Is the equipment up to date, with standardization of typewriters and open keyboards?

Are the tables the correct height or adjustable?

Is there a demonstration stand?

Is the room itself light, as a result of light furniture, up-to-date lighting fixtures, and light interior decoration? Is it soundproof?

If the answer to any of these questions is "No," a definite effort should be made to change the "No" to "Yes." In many schools, appropriations are not available for an all-out program of improvement. The expense of the improvements suggested, however, are not prohibitive, nor do they have to be effected all at one time. If a complete program of improvement is not possible at one time, plan improvements over a period of years—but *do* make the improvements, so that *all* typewriting classrooms can be given a "good" evaluation.



"What am I doing tonight? Thanks to you I'm working!"

How and When to Use Drills in Typing

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■ **Warmup Drill No. 2: The Adjacent-Letter Drill**—This drill, the familiar "over and back" drill on the home row—

`asdfghjkl;lkjhgfdsasdfghjkl . . . etc.`

—is used primarily to develop stroking technique and to exercise the fingers. It is frequently introduced as soon as the home row has been taught. Its stroking pattern is easier than the Expert's Rhythm Drill, but it cannot be typed as rapidly.

• **Purposes:**

1. To provide a warmup (for both beginning and advanced students)
2. To provide a quick recall of the home row (for beginning students)
3. To eliminate transposition errors in typing adjacent letters
4. To develop co-ordination and to loosen the muscles in the fingers
5. To develop stroking power
6. To provide incidental practice on adjacent-letter digraphs, such as *as*, *gh*, and *kl* (as in *asset*, *high*, *ankle*)

• **How to Teach the Adjacent-Letter Drill.** As soon as the home row has been learned, the teacher should demonstrate the correct way to type this drill. The demonstration should be punctuated with specific directions to the students as to the correct stroking procedure to be employed. Students should be directed to start out slowly and to build speed gradually. In this particular drill, the emphasis is upon stroking technique, not on speed.

For the sake of variety, the drill may be typed on each row.

• **Limitations of the Adjacent-Letter Drill.** Many teachers believe this drill overemphasizes the horizontal reach. Too, it is felt that if this type of drilling is excessive, the adherence of the student to the home row causes a mental block that may result in errors in reaching.

Many of the adjacent-letter combinations that occur in the drill are seldom, if ever, used in typewriting, such as *fg*, *sd*, *jk*. One final criticism:

It gives the greatest exercise to the two fingers that require the least—the *f*- and *j*-fingers.

■ **Warmup Drill No. 3: Finger Gymnastics?**—In the past, it was customary to have students attempt to develop greater muscular control of fingers through finger gymnastics. Today many experts believe that the most effective finger exercise is actual practice in striking the keys.

Finger exercises generally consist of interlacing the fingers of the two hands and rubbing the heels and the palms together; flexing the fingers by opening and closing the hands; extending the fingers without moving the wrist; spreading the fingers apart as much as possible; bending the fingers at the first and second joints, etc.

It is difficult to ascertain whether or not such finger gymnastics actually improve typewriting skill. The time devoted to finger gymnastics in the typewriting class would appear to bring greater satisfaction if it were devoted to actual typewriting. The student can certainly strengthen, as well as limber, his fingers by putting them through the motions of actual typewriting rather than flexing them in mid-air or bending them against a desk top.

Finger gymnastics probably are appropriate on cold winter mornings, but even then they should be reduced to a minimum. The teacher must use his judgment in determining whether or not finger gymnastics are necessary. Finger gymnastics before typewriting is equivalent to a baseball player's warming up before a game with only calisthenics and with no pitching, catching, or batting practice.

In typewriting methodology, finger gymnastics remain the subject of some debate even today. Some authorities maintain that these gymnastics are more helpful than keyboard drill. The general feeling, however, is that these exercises should be used only in cases of extremely cold or stiff hands. Most texts make slight reference to finger gymnastics. Five minutes devoted to a vigorous warmup at the typewriter serves the purpose of loosening the

muscles and limbering fingers for efficient typewriting at the various levels of skill development.

Locational-Security Drills

■ **Basic Considerations**—These drills are designed to do just what their name implies: *to establish security* of key locations in the mind of the student, through repetitive muscular responses along definite motion pathways, and thus to build a confidence that improves accuracy and stimulates speed.

Typewriting, as a motor skill, is a series of finger motions interrelated—yet clearly defined—within the spatial area of the keyboard, characterized chiefly by short reaches, rapid strokes, and quick releases. Locational-security drills help to establish positive control over these finger motions, which are interrelated so closely that their confusion constitutes the chief source of errors in typewriting.

• **Success in typewriting depends** upon the fusion of an ocular and/or aural stimulus with a precise muscular response by a finger. This fusion can only be obtained if there is (a) positive control of spatial relationships on the keyboard (that is, locational security) and (b) economy of motion in initiating every stroke. To facilitate this fusion is the purpose of the drills we shall discuss below under the generic title of Locational-Security Drills.

• **These drills have often been called nonsense drills.** This label is not only ambiguous, but also inhibitory to the proper employment of these drills. These drills may be unpronounceable, unrealistic, and without context (if they are considered as applied typewriting); but they are not nonsensical in their proper use.

It is nonsense, however, to refer to these drills in the typewriting classroom by such a term as "nonsense drills," and it is greater nonsense to use them for nonsensical practice! Let us grant that these drills are meaningful and useful in the development of skill, but useless in the application of the skill—and let us not lose sight of their relative worth because of some pejorative label.

Many teachers and writers insist that there are no spatial relationships on the keyboard that the typist must master *other than those created by the nature of the words of our language*, and therefore (they say) practice material should be restricted to actual words. This is obviously true; however, in drilling for locational security, we must use every means possible to develop rapid and accurate muscular responses for positive control of the keyboard.

These means include such factors as (a) homologous relations between keys and between types of reaches; (b) spatial relationships between home keys and reached keys; (c) spatial relationships between frequently used vowel keys and consonant keys, between keys that compose frequent digraphs and trigraphs, etc. There are no words in the English language that will provide practice along these various lines to establish all these relationships kinesthetically. Hence, locational-security drills generally consist of letters and not of actual words.

In short, the design of the movement patterns in the drills precludes the use of actual words because of the distribution of the alphabet on the keyboard. The use of words would curtail the variations of motions (combinations, sequences, and repetitions) that constitute effective drilling and that establish positive locational security.

These drills take various forms, but perhaps they can be classified according to purpose under two general headings, homologous-relations drills and relative-locations drills.

■ **L-S Drills, Type No. 1: Homologous-Relations Drill**—These drills emphasize the similarity of corresponding movements made by the right-hand and left-hand fingers in typing. They are used to establish and to automatize the correct and consistent *direction* of movement from home keys to reached keys. Examples:

frf juj ftf jyj fgf jhj
sw2s s2s lo9l 19l de3d
frfvf jujmj dedcd kik,k

• **Objectives.** Homologous-relations drills have many objectives, including the following:

1. To familiarize the students with the reaches governed by specific fingers—especially useful when new reaches are introduced
2. To provide ready recall of reaches previously introduced
3. To provide practice in moving from one row to another rapidly and skillfully
4. To establish definite motion patterns for specific reaches
5. To facilitate muscular memory and to stimulate early automatization of reaches
6. To refine the reach-strokes on the various rows of the keyboard

EXAMPLES OF TYPEWRITING DRILLS

- a. asdfghjkl;lkjhgfdsasdfghjkl;lkjhgfdsasdfghjkl;lkjhgfdsa
- b. frf juj ftf jyj . . . sw2s s2s lo9l 19l . . . frfvf jujmj . . .
- c. aasa aada aafa aaga aa;a aala . . . ddad dded ddid ddud ddad
- d. to do so am if it is an of go an by me to do so or if it
- e. and box cut fit then own six men but may die jam for the
- f. also both whale usual shape enable bowls towns their form
- g. to do this, to do that, they do the, with them, the form
- h. It is his duty to do the work as well as it may be done.
- i. up at my we on at you oil care only cards opinion cases
- j. hard hate heat hated mad mar mat mats pact pads page part
- k. met fin dry hat spy bin dub use fly arm pig sin park wing
- l. new mow fan top job ten nor ram zip give mock flew group
- m. nut cow buy new vow cut mew duty jury very mire cute city

- a. Adjacent-letter drill
- b. Homologous-relations drill
- c. Relative-location drill
- d.-h. Balanced-hand drills on word, phrase, and sentence levels

- i. One-hand word patterns
- j. Right-to-left-hand relay patterns
- k. Inward-motion patterns
- l. Outward-motion patterns
- m. Upward-motion patterns

7. To establish the precise spatial relationships between right- and left-hand reaches and the controlling fingers

8 To eliminate hesitancy in stroking

9. To establish the basic motion paths between home keys and reached keys

• **Limitations.** These drills tend to become tiresome if used repeatedly; and, when bored, the students make sluggish responses that defeat the purpose of the drill.

Since these drills contain no words, the students do not enjoy the satisfaction that comes from typing "something meaningful." This is a limitation that the teacher can overcome very easily by pointing out to the students the purpose of the particular locational-security drill. It is important for the students to understand that the objective of practice is not the mere typed duplication of the drill itself but rather *exercise* in technique—in locating and stroking without hesitation and in refining the motions involved. The learner's attitude is a determining factor in the efficiency of any drill.

Another limitation: If these drills are continued to any considerable extent *after* a reasonable skill is developed, they may impede speed development. These drills emphasize the motion paths between home keys and reached keys; in higher-level typing, many of these motion paths are abandoned

in favor of more direct motion paths that short-cut the return to the home-key position.

Finally, excessive drilling on this type of material may result in transposition errors.

■ **L-S Drills, Type No. 2: Relative-Location Drills**—These drills emphasize the relative locations among specific keys and among the motion pathways involved in certain consecutive strokes (particularly those used frequently). Examples:

aasa aada aafa aaga aa;a aala
bbab bbeb bbub bbob bbib abba
ddad dded ddid ddud ddad adda

• **Objectives:**

1. To establish the location of certain frequently used keys (such as the vowels) in relation to other keys
2. To facilitate kinesthetic recall of distance relationships between various keys
3. To build speed in typing sequences by establishing positive control of the keys involved
4. To build confidence by providing a practice pattern that the student can anticipate
5. To strengthen the correct kinesthetic responses necessary for speed and accuracy
6. To "fix" new reaches and to establish positive control over them
7. To refine the various reaches and strokes
8. To cultivate the feeling of security that is necessary for touch typewriting

• **Limitations.** The limitations in

this type of practice are similar to those of homologous-relations drills. The chief limitation is that these drills defeat their purpose when they are used to excess. The purpose of the particular drill *must* be pointed out to the student.

These drills may be compared to certain piano exercises, such as arpeggio scales, which are practiced over and over again to establish dexterity and to improve technique. Pianists practice such exercises to improve their technique, not as a nonsense activity. Chopin, Liszt, and other great composers recognized the necessity for special refinement exercises to improve keyboard locational security. One seldom attends a piano concert today without hearing an etude (essentially a locational-security exercise).

Balanced-Hand Drills

■ **Basic Considerations in the Use of Balanced-Hand Drills**—These drills provide the most flexible type of practice material. They may be employed with excellent results in either beginning or advanced classes. Various skill-development goals are combined in these drills. From the students' viewpoint, these drills represent the most satisfying type of practice material. They are easy to type; so, they are good for the morale of the students, who find that they can type these drills at a rate higher than their average speed.

Balanced-hand drills may be composed of words, phrases, sentences, or paragraphs.

• Objectives:

1. To encourage the rhythmic movements that are essential for continuity and speed
2. To boost the stroking rate by an even distribution of finger action
3. To improve muscular co-ordination and to achieve an evenness of touch that will eliminate "crowding" errors.
4. To develop a serial reaction in stroking
5. To encourage typing on the word level by providing practice on common words of balanced-hand structure.
6. To provide relaxation through easy copy and thus to build a confidence that spurs the student to higher speeds
7. To warm up the fingers for rapid typewriting
8. To improve independent finger motions with the elimination of wasteful hand and forearm motions

• **How to Teach.** Since the type of finger motions employed in typing balanced-hand drills lends itself to easy acceleration, these drills may be used for warmups. They are particularly effective when used as a warmup prior to a timed writing.

These drills are used to develop the ability to type balanced-hand words smoothly and rapidly as units, not as a series of separate letters. Point out

to the student that his speed will increase when he learns to type the words as units. It is helpful to have the student type the word as he pronounces it, as this procedure encourages word-whole perception. As a variation, the teacher may dictate these words and ask the student to flash-type them.

These drills may be used to encourage continuity. Balanced-hand sentences or a paragraph should be used for this purpose, rather than word drills.

• **Limitations.** If this type of material is used exclusively, the student may have difficulty in making the changes of pace that ordinary material demands. Excessive use of any particular kind of practice copy tends to destroy its effectiveness. Aside from this possibility, balanced-hand material provides effective practice and meets many of the requirements of skill development.

Motion Pattern Drills

■ **Basic Considerations in the Use of Motion-Pattern Drills**—These drills emphasize the various movement patterns that are used in typewriting, including the balanced-hand drills previously discussed. They develop skill in making the many changes in direction of finger movement that typewriting demands. The development of rhythmic motion patterns is the primary goal of this type of material. Motion-pattern drills take many forms, a few of which are listed below.

• Examples:

1. Right- and Left-Hand Word Patterns.

up at my we on at you sea ill cat
oil care only cards opinion cases

2. Right-to-Left-Hand Relay Patterns:

hard hate heat hated haste

3. Inward-Motion Patterns:

met fin dry hat spy bin dub use

4. Outward-Motion Patterns:

new mow fan top say job ten nor

• Objectives:

1. To establish rhythmic fluency for rapid typewriting
2. To provide practice in typing words controlled entirely by the right or the left hand
3. To provide practice in following the many different motion patterns required in typewriting
4. To improve finger dexterity and muscular co-ordination, particularly for typing the thousands of words that fall under single-hand control
5. To refine reaching and stroking technique

• **Limitations.** Since these drills consist of words in chance order without context, they may impede the student's progress in learning to type with continuity if they are used to any great extent.

(Continued next month)

Business Law

(Continued from page 434)

cause he is working for a concern that has an excellent employee stock-and-profit-sharing program. He told us that he has worked out his plans for the future by using his knowledge of corporation law and applying it to his present job prospects.

• **Marlene** works in a retail store as a sales girl. She reports that her study of the law of personal property is of value to her.

• **Jean** is a clerical assistant in a mail-order house. Her knowledge of the law of sales is valuable to her, she told us.

• **Esther** was able to progress from a job as member of a stenographic pool to that of secretary to the legal counsel of the firm. This achievement was accomplished over a two-year period and involved night-school study of legal stenography. The young lady, however, insisted that it was her study of commercial law, with its resulting knowledge of legal vocabulary, that spurred her on to greater effort in the allied field of legal stenography. She felt that the study of business associations was of particular value to her.

■ **Results of the Survey**—The results of interviews with ten former students of commercial law does not, of course, give a complete research study of the question. It does, however, give a sampling that points to some interesting conclusions.

We are agreed, as teachers of commercial law, that a study of contracts is the first and most essential element of the course, since almost all the precepts of the law merchant are based on an understanding of contracts. We offer, then, a plan for a well-balanced course in business law—a course that will fit into the one-semester period and that will equip the student for his work in the business world:

• *The course in business law, we believe, may well include a study of contracts, negotiable instruments, sales, bailments, real estate, and corporations and other business associations.* These topics will fit into the allotted time comfortably, and will allow for stimulating class discussions, questions, and case-study problems.

Not in connection with this study, but rather as an extracurricular activity, we recently attended the wedding of two former students. The bride enthusiastically greeted us with the remark that they had bought a home, and that their study of commercial law had helped them to understand the contract of purchase and to get a good value. The bridegroom beamed at us and gallantly declared that *he* had achieved the best contract of all.

New Business in Business Education

Secretarial Practice

FRANCES AVERY FAUNCE

Coauthor of *Secretarial Efficiency*,
author of *The Practical Manual*
for Office Workers, and other texts



■ **"But I Thought You Meant. . ."** How often we hear that—at the teacher's desk or in the office! Sometimes, to be sure, the employer, the office supervisor, or even the teacher is not clear enough or not comprehensive enough in a given instruction or assignment. Ever overhear a group of students talking—like this: "No, she said to review for today and read to page 176 for Monday," or "I know she said the quiz would be on Friday, because our English exam comes the same day. It would!"

• **Something to watch for.** The employer who recognizes that he was ambiguous—that a secretary might readily have understood his directions as other than he intended—may learn his lesson. And, when a student follows the wrong route, the teacher makes very sure that the cause isn't overconscientious thinking (does sometimes happen!) rather than sheer stupidity or inattention, before chiding or marking the student down.

But it pays to tuck into the mind of the secretary-in-training, over and over again, that she should understand *exactly* what is meant or *ask questions*. Tell this little anecdote about Miss MacDonald.

One day, while she was still new on the job, Mr. Woods remarked during dictation, "Please make an extra carbon copy, Miss MacDonald, of the memorandums to Mr. Clapp." She did it that day; and she kept on doing it for weeks, until she began to wonder why she was keeping all these extra copies. Mr. Woods didn't call for them. Then she asked. She found out that he had meant an extra copy of only the three memos he had dictated the first day. All the other carbons she had been making belonged in a folder under the W's—labelled *Wasted Time and Paper*.

"I would have stopped you if you had put them on my desk," remonstrated Mr. Woods.

"But I was waiting for you to ask for them," Miss MacDonald tried to explain.

"What question," ask your class, "should Miss MacDonald have asked—and when?" Then urge them to ask reasonable questions about *your* assignments. Watch the reflection of your directive words in the mirror of the students' minds. Sometimes the class is ready to do more work than you expect.

■ **How Big?**—Patricia Low, the story goes, always chose the right size of paper for an office memorandum. Where did she learn this trick? In her "Secretarial Science" course. Miss Coleman had had a good amount of office experience before she began teaching. The right-size memo was one of the factors of success that had interested her. Some of her employers had found 5-by-3 typed or handwritten memos convenient to slip into the pocket. Mr. Fay had liked a half-sheet, so that he might make ample notations. One personnel manager had preferred inexpensive cards, which she kept in a small box on her desk.

That was why Patsy Low thought about size. She had been given intelligent practice in transcribing dictated memos of various shapes and kinds. Her size-consciousness was just a reflection of Miss Coleman's on-the-job experience. For teaching background, there's nothing like it!

■ **When to Say "No"**—A newspaper item the other day said that the Government (with a capital G—for Federal, you know) was sending out raiding parties to recruit new Washington Pentagoners. Which reminded me that nowhere have I ever seen a teaching plan or outline on the more-important-than-you-think topic of How to Say You Don't Want the Job. Maybe it's part of the "What's in a Job" unit; but we must make sure that our students realize that there's more to a job than the salary. Working with nice people . . . living at home or not living at home, as the case may be . . . and so on.

Business Arithmetic

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■ **Adding Ability and Success in Life**—Are you good in addition? If so, you are likely to be a success in life. It seems that research proves that ability in addition, as measured by tests, has a fairly high positive correlation with success. Ability in subtraction, multiplication, and division, however, has a very low correlation with success. Let's brush up on addition in order to assure our success in life!

■ **Meaning of Addition**—Adding is a process of combining numbers. Adding and counting are, in a sense, synonymous—9 and 2 are 11 because you count two more—from 9 to 10 (one) and to 11 (two). Left-to-right addition of two numbers proceeds mentally as follows: 763 add 247 is equal to 963-plus-47 or 1,003-plus-7 or 1,010, the answer. Non-algorismic addition of the same problem proceeds as follows: actually, 763 means 7 bundles of a hundred, 6 bundles of ten, and 3 ones. And 247 means 2 hundreds, 4 tens, and 7 ones. Adding, we get 9 hundreds, 10 tens, and 10 ones. Because 10 tens is 1 hundred and 10 ones is 1 ten, we have 10 hundreds and ten. But 10 hundreds is 1 thousand; therefore, we have 1 thousand and ten, which is written 1,010. This is how the process would look.

	7 hundreds	6 tens	3 ones
	2 hundreds	4 tens	7 ones
	9 hundreds	10 tens	10 ones
Which changes to—	9 hundreds	1 hundred	1 ten
Which changes to—	10 hundreds	1 ten	0 ones
Which changes to—	1 thousand	1 ten	0 ones
Which we write—	1	0	1
	0	1	0

Unless a pupil understands the place value of our number system as illustrated here, he never understands the algorism of carrying.

• An immature pupil who was required to add 487, 391, 520, 673, and 939 solved the problem this way:

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487
391
520
673
939
----
 20
290
2700
----
 110
 900
2000
----
 10
1000
2000
----
3010—the answer

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You will observe that he treated each column of figures separately. The column to the extreme right was ones to him, the middle column was bundles of tens, and the left column bundles of a hundred. Every column was added independently. A little study of his work will reveal that he used none of the conventional algorisms, but carefully watched to see where he could build up a bundle of ten, a hundred, or a thousand. To him the procedure was perfectly sensible, even though it appears cumbersome to others. Eventually this pupil changed over to the more sophisticated algorisms. His work, however, was characterized by thoughtfulness and understanding throughout.

It would appear that if we want our pupils to develop the habits of being thoughtful and understanding in connection with their business arithmetic, we should help them mature their understanding of logical procedures and dependencies (the methods of attacking word problems) just as this pupil developed his own understanding of the algorism of carrying.

One way to help pupils to learn the techniques of solving word problems is to help them to identify the types. In previous issues we have dealt with the identification of "word" problems that called for division, subtraction, and multiplication. This month we will deal with the identification of addition problems.

■ **Types of Addition "Word" Problems**—There are at least four types of addition problems: (1) Find the sum. Problems that provide the cue to the process required by characteristic words such as *in all*, *total*, *both*, *together*, *the two*, *both together*, *sum*, *so many more*, and so on. (2) Find the sum. Addition problems including no word that can be called definitely characteristic. (3) Solve buying and selling addition problems. A great number of the words peculiar to this type are *charge*, *pay*, *spend*, *cost*, *total cost*, *total bill*, and *total expenses*. (4) Solve reverse subtraction problems. Characteristic words include *left*, *more than*, *longer*, and *how much in the first place*. Each of these problem types is illustrated below. Note the italicized words that indicate addition.

• **Find the Sum—Cue Words Provided.** (1) In the morning, an office clerk filed 423 papers. In the afternoon, she filed 573 *more*. How many did she file *all together*?

• **Find the Sum—No Cue Words Provided.** (2) In the morning, an office clerk filed 423 papers. In the afternoon, she filed 573. How many did she file? (Notice that Example 2 is the same as Example 1 except that the words *more* and *all together* are omitted. There are no specifically characteristic words provided to cue the process of addition.)

• **Solve Buying and Selling Problems.** (3) *Purchases* were made of gasoline for \$3.55, oil for 80¢, a tube for \$6.50, and wax for 79¢. How much was the *total cost*?

• **Solve Reverse Subtraction Problems.** (4) Mary purchased a dress for \$6.55 and Joe purchased a suit for \$17.55 *more than* Mary's dress. How much did Joe pay for his suit? (Here the subtraction has been made, and it is required to reverse the process.)

An addition problem pyramid will show how to expand

the pupil's understanding of problems calling for addition as the principal step.

■ **Addition Problem Pyramid**—A typical addition problem is expanded into a two-step, three-step, and multi-step problem below.

• **One-step.** The weekly payroll for five grocery-store employees was as follows: Clark, \$30; Griggs, \$40; Swanson, \$44; Linkus, \$33; and Hadley, \$50. What was the total payroll? (*Addition*)

• **Two-step.** The weekly payroll for four grocery-store employees was as follows: Clark, \$30; Griggs, \$40; Swanson, \$44; and Hadley, \$50. A fifth employee who received 75¢ an hour worked 44 hours that week. How much was the total payroll? (*Multiplication and addition*)

• **Three-step.** The weekly payroll for three grocery-store employees was as follows: Clark, \$30; Griggs, \$40; and Hadley, \$50. Two other employees, whose rates of pay were \$1 and 75¢ respectively, each worked 44 hours that week. How much was the total payroll? (*Multiplication, multiplication, addition*)

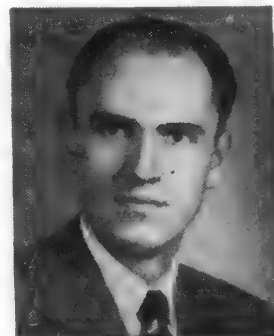
• **Multi-step.** Determine the total payroll for five grocery-store employees from the following facts:

Employee	Rate	Hours Employed					
		M	T	W	Th	F	S
Clark	75¢	7	7	4	7	7	8
Griggs	\$1.00	7	7	4	7	7	8
Swanson	\$1.00	7	7	8	7	7	8
Linkus	75¢	7	7	8	7	7	8
Hadley	\$1.25	7	7	4	7	7	8

Professional Reading

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Business Management and the tools used by management should be of interest to most business teachers. During the past year many excellent books in this field have been published. Unfortunately, only four of these contributions can be reviewed in this month's column.

■ **Statistical Analysis—1001 Questions in Elementary Statistical Analysis**, by Grant I. Butterbaugh (\$1, Wm. C. Brown Company, Dubuque, Iowa), will be of great interest to students and teachers of business and to those engaged in business who need a knowledge of elementary statistics. The student can use these questions as a self-review in his study of statistics; the teacher can use them as a source of questions for teaching and examining; the person engaged in business can determine his knowledge of statistics and find out what he knows or does not know.

• **There are**, literally, 1001 questions. To answer these questions requires a knowledge of statistics; they are thought provoking and stimulating. The subject matter is logically organized and covers statistical data in general, tables, charts, averages or measures of central tendency, dispersion or variability, index numbers, time series, and simple linear correlation. Everyone who uses statistics will be able to use this book.

■ **Probability Controls—Effective Management Through Probability Controls**, by Robert Kirk Mueller (\$5, Funk & Wagnalls Company, New York City), was published with

the co-operation of *Modern Industry Magazine* and is part of the Funk & Wagnalls Modern Industry Series. Statistical quality control is a well-established tool in manufacturing industries. The purpose of the book is to provoke management's interest toward extending these techniques to nonmanufacturing business functions.

This is not a book on the science of statistics or statistical methodology. It is nontechnical. Its purpose is to show administrators how to improve their services and how statistical controls can be applied to staff and administrative activities including finance, personnel, marketing, production, research, and other nonmanufacturing functions of business.

■ **Business Procedures—Streamlining Business Procedures**, by Richard F. Neuschel (\$5, McGraw-Hill Book Company, Inc., New York City 36), is a significant contribution to McGraw-Hill's Industrial Organization and Management Series. It will be of particular interest to high school and college teachers of clerical courses and to college teachers of business organization and management and office management.

• Mr. Neuschel emphasizes the importance of clerical work. He points out that in 1870 there were about 80,000 clerical workers and that now there are about 6,000,000. This means that one person out of every ten gainfully employed in the United States is engaged in some clerical occupation. Obviously, any improvement in clerical techniques and procedures will result in a significant increase in the general efficiency of American labor.

The book is concerned with the development of a logical, organized, top-management approach to the systematic ordering of operations. Significant is the fact that the book is aimed at answering the "why" and the "how" of this approach.

■ **Human Relations—Business is becoming increasingly aware of the importance of public relations outside the business and human relations "within the family."** *Bonds of Organization*, by E. Wight Bakke (\$4.00, Harper & Brothers, New York City), is an analysis of a comprehensive study conducted by the Labor and Management Center, Yale University.

The purpose of the study was to analyze the ties of job function, status, communication, rewards and penalties, and organizational system. The most significant part of the study is that it clearly points up the discrepancies between what management assumed the structure of human relations to be and what they actually are in practice.

Distributive Education

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■ **Big Idea File**—Here's a file of materials that will help you in teaching many phases of merchandising. Twenty-seven separate items on as many different subjects completely fill the letter-sized manila folder that is included. Aptly labeled "Idea File," the materials cover everything from courtesy to the easy way to make work less painful and more profitable. While these tested ideas apply specifically to food stores, they will serve as excellent guides for efficiency in a variety

of stores. The materials include brochures, posters, construction drawings, blueprints, photographs, descriptive folders, booklets, and reprints of ideas published in magazines.

• *The complete list of subjects follows:* Courtesy; Cleanliness; Fight-Waste Campaign; Accident Prevention; Fire Prevention; Pilferage Control; Modern Store Layout; Food-Store Shopping Made Easy; Dry Grocery Fixtures; Key to Greater Paper Sales; Extra-Profit Ideas; Multi-Use Selling Unit; Hanging-End Display; Triple-Shelf Produce Rack; Variety End Unit; Health Aids Department; Light in Tomorrow's Store; Canopy Lighting; Color in Store Merchandising; Modern Store Fronts; Advertising for Food Stores; Rest Rooms for Super Markets; Low-Cost Grocery Warehousing; Correct Stock Handling Procedures; Ideas for Food-Store Operators; Stickers That Tell and Sell; and The Easy Way.

These practical ideas were developed by industrial engineers and are available free of charge. Address your request for the complete "Idea File" to: J. N. Finnerty, Assistant Sales Promotion Manager, Scott Store Advisory Service, Scott Paper Company, Chester, Pennsylvania.

■ **Promotion Film—"Career of a Salesman"** is the title of a new 16mm sound movie that has been produced for high school and college audiences. The film is designed to clear up some of the misconceptions about salesmanship as portrayed in the movie "Death of a Salesman." The film runs for eleven minutes, and its goal is to present the positive side of modern salesmanship. It emphasizes the need for salesmen and describes their place in the economic world.

Highly recommended for guidance and promotional purposes, the film is distributed by National Sales Executives, Inc., through its more than 100 clubs in every part of the United States. There is no rental fee. If you want the address of the Sales Executives Club in your area or if you wish to purchase the film for \$15, write to: National Sales Executives, Inc., 136 East Fifty-seventh Street, New York 22, New York.

■ **Du Pont Does It Again—"Starring Nylon Stockings"** is the title of du Pont's newest 35mm sound slide-film in full color, which presents nylon stocking selling facts. Strictly a training medium, the film clearly explains the meaning of denier and gauge. It also discusses the importance of proper fit, the care of hosiery, and successful selling techniques. This fifteen-minute film and record is available free of charge except for return shipping costs. The purchase price is \$4. Write to: J. B. Shelnut, Product Information, Sales Division, Textile Fibers Department, E. I. du Pont de Nemours & Company, Wilmington 98, Delaware.

■ **Read All About It—On the Label—"If You Could Only Be at Every Point of Sale"** is the title of a 16-page booklet emphasizing the importance of informative labeling. Nine ways of solving merchandising problems through the use of labels are discussed, including the education of retail-sales people. This information is addressed to the manufacturer, but the same arguments can be used to convince beginning salespersons of the value of the information on the labels of the merchandise they sell. Request your free copy from: Advertising Department, Dennison Manufacturing Company, Framingham, Massachusetts.

■ **Advertising Leaflets—"How Cautious Can You Be?" "Where's Elmer?" and "The Man Who Couldn't See Beyond His Nose"** are the titles of three "fables and facts about advertising," leaflets distributed by the Chamber of Commerce of the United States. Cleverly and briefly written, they present the arguments for our system of advertising and will prove helpful in teaching a basic unit in this subject. Free samples will be sent to anyone requesting them, and quantity prices are available from Kenneth Chernin, Department of Education, Chamber of Commerce of the United States, Washington 6, D. C.

Office-Style Dictation

MARGARET FORCHT ROWE

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■ **Awards Procedure**—These assignments may be used for OBE transcription awards any time before June 6, 1952.

• **Standards.** A mailable transcript of Assignment A, prepared in 15 minutes, qualifies for a Junior certificate; a mailable transcript of Assignments A and B, *both prepared* in one 20-minute period, qualifies for a Senior certificate; a mailable transcript of *all three* assignments, completed in one 25-minute period, qualifies for a Superior certificate.

■ **Before You Start**—Supply students with one letterhead, one sheet of carbon paper, one sheet of plain paper for a carbon copy, two sheets of white paper, and a copy of these instructions.

• *You are employed* in the office of a large nursery that is known for the fine landscaping they do. Mr. J. Allen Rhoades, the owner, dictates a letter to Mr. John Edward Hall, 456 Robindale Road, Chelsea, Pennsylvania. Mr. Rhoades also dictates a form letter to be sent to home builders (names to be secured from the newspaper lists of building permits) and copy for an advertising broadside to be sent to prospective customers.

■ **Your Correct Key**—The project dictation material is presented in both light and bold type. When you dictate, be sure to dictate every word; but when you correct the papers, read only the material given in light type—the bold type indicates repetitions and instructions that the students should not transcribe.

■ **Assignment A (Junior)**—Take a letter to Mr. Hall. Dear Mr. Hall: We appreciate your letter of inquiry. Paragraph. Landscaping is a necessary part in the planning of any new home. The completed project should, as you say, be an integrated whole. The house should so harmonize—no, let's change that. Just put a period after the phrase: of any new home. Our organization is in a position to be of good service to you. When we landscape your property, you purchase landscape work that will improve with the years. From our own sales yard, we select planting—no, change that to we select the right planting for the right location—a planting that will improve with the years—no, a planting based on what the home owner can afford. Paragraph. We leave with you a program of planting to be carried out over a period of several years. Through this program, you purchase three or more plants each season. These small plants are not difficult to handle; and, by planting them yourself, you reduce the cost of your landscaping. Paragraph. Just call Broadway 4-5607. We shall be very happy to come to see you. Very truly yours.

■ **Assignment B (Senior)**—Set this letter up in a nice style so that it can be reproduced as a form letter. Your new home should have the proper setting exclamation point! Landscaping is a necessary part of—no, change that. Do you have a good landscaping plan? A good landscape job improves with age—no, with the years. Paragraph. Coordinating the landscaping with the house itself is one of the most neglected phases of planning a new home. The house and lot should be one unit, and they should complement each other. Paragraph. Is your budget limited? With our finance plan, you can purchase landscape work under our budget plan—That's not what I want to say—you can

purchase landscape work and get design and planting as beautiful as home owners with more—no—with less limited means. Paragraph. Hundreds of our customers include landscaping in their budget the same as they do automobile and household expenses. Just a minute. What did I do with that letter from the bank? Oh, here it is. Now, where was I? Oh, yes, the finance plan. It works the same as other financing except we handle our own paper. A small down payment and easy monthly installments make it possible for you to have a selection of the finest plants in our nursery, plus our expert landscaping advice. Paragraph. Many new home owners have us outline a planting schedule. Following this program, they purchase three or more plants each season. You can plant them yourself—we'll tell you how. Oh, cut out that last paragraph entirely. Telephone us at Broadway 4-5607 and we shall be glad to make an appointment with you.

■ **Assignment C (Superior)**—Now let's do the copy for that broadside we've been planning. Does your house harmonize with its surroundings? The impression your house makes in its setting affects the value of your property. Paragraph. The correct use of landscaping takes knowledge born of training and experience. You wouldn't want your evergreens and shrubs to grow too large and crowd each other semi-colon; you wouldn't want the planting to get out of proportion because they—no, because the plants grow at a different rate or are not suited to their location. Paragraph. We should like to draw up—begin the paragraph again. Let us draw up a planting program for you exclamation point! A good program improves with the years. Leave out the last sentence. Even with a limited budget comma, but with the help of our finance plant comma, you can purchase landscape work and get design and planting as beautiful as home owners with less limited means. Paragraph. Through our planting program, you purchase three or more plants each season. By planting them yourself, you reduce the cost dash—but our program assures a unified whole. Paragraph. Call Broadway 4-5607 and we shall be glad to make an appointment with you.

General Business

DR. VERNON A. MUSSELMAN

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■ **Etiquette and Ethics in General Business**—James W. Loyd, of Johnson City, Tennessee, reports two activities for taking etiquette and ethics out of the realm of the theoretical and making it a practical life situation. The credit unit is studied just prior to the Christmas holiday season in order that it may be tied into the topic of financing Christmas gift purchases. On the last day of class, before dismissing for the holidays, there is a class breakfast in the school cafeteria. The class members elect from their number a boy and a girl to serve as host and hostess for the breakfast. A few housewives and one person from the local credit-bureau office are invited to attend as guests of the class. These people are seated at scattered places around the table so that there are students on each side of them.

• *The second project* is a panel discussion on Ethics in Business, with a minister, a businessman, the home-

economics teacher, and a secretary from business as the panel members. (Class members, of course, ask questions of the panel members.) Following the discussion, a "tea" is held honoring the panel members. One class committee is in charge of arrangements, another is responsible for serving the punch and cookies, and a third committee is responsible for seeing that the panel members meet the various members of the class as small discussion groups are formed during the reception. All class members gain experience in how to act and how to carry on conversation at this type of social function.

■ **Good Grooming**—Here they are! *New* up-to-the-minute visual aids to point out how good grooming means better jobs. First, there is the 28-page *Guide for a Good Grooming Program*, which is, in reality, a teachers' manual that discusses the following topics: Free Aids for Your Grooming Program; Good Grooming Has a Place in Your Program; General Suggestions for Presenting a Good Grooming Program; Philosophy of Good Grooming; Good Grooming as General Fitness—Body Cleanliness, Facial Skin Care, Hand Care, Hair Care, Good Posture, Clothes Care; and a Bibliography. Every page of this manual contains two or three appropriate cartoons in addition to paragraph material.

• Then there are two *New* posters (18 inches by 24 inches) entitled, "Whatever Your Job, Good Grooming Counts"; one is for men and one is for women. There are other posters, too, and new individual leaflets in color for office and professional workers, service personnel, and factory workers. These are all illustrated and are described on the first page of the *Guide*. All are free from the *Education Service Department, Bristol-Myers Products Division, Bristol-Myers Company, 45 Rockefeller Plaza, New York 20*.

■ **Excellent Reference Material**—99 *Ideas on Your Money, Job, and Living* is an excellent source book for general business information. This 8½-by-11 paper-bound book has 128 pages and sells for \$2; but it is worth every penny of it. It is a practical, down-to-earth handbook of working and family living containing the most-talked-about, most-wanted articles ever published in the Kiplinger Magazine, *Changing Times*. Here are some of the topics discussed: You Can, Too, Save Money—Should You Change Jobs?—What You Should Know About the New Social Security—What You Should Know About Banks—How to Choose a Boss—Auto Insurance: What Kind, How Much?—Why You're Broke—Are You a Good Citizen?—Is Life Insurance a Bad Buy Today?—Small-Loan Business, Good and Bad—How Not to Get Ahead—How to Get a Job—Write Better Letters—Why Good Men Quit. It is valuable reading for you as well as a good reference for your class members. Order from *Changing Times, 1729 H Street, N. W., Washington 6, D. C.*

■ **Two Consumer Service Offerings**—Do you really save money if you buy a hat marked down to half price? Or canned goods by the case? What does "gauge" or "denier" of stockings mean? Such questions as what to buy and how to buy are answered in a new filmstrip lecture, "What Is Your Shopping Score?," produced by the Consumer Education Department of Household Finance Corporation; and in it you see why what is economical for one family may be extravagant for another.

The new filmstrip has 64 frames, with a ten-minute narration, and is designed for use with a 35mm filmstrip projector. The filmstrip may be obtained on free loan from *Household Finance Corporation, 919 North Michigan Avenue, Chicago 11, Illinois*.

• **Interest Rates Table**. This table of true interest rates for installment purchases, "Consumer Credit-Coast Calculator," is another item offered free by Household's Consumer Education Department. Use the Chicago address in sending for this calculator as well as for the filmstrip.

Business Law

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■ **The Law of Insurance**—The last decade has witnessed a vast expansion of insurance against fire, casualty, and liability of any sort that is the natural result of our business and everyday problems under the complex conditions of modern times.

The modern business student will, therefore, be interested in the subject of insurance law as part of his business-law curriculum. Numerous court decisions interpreting insurance contracts are available among the reported cases and can be utilized to illustrate this subject and make it more understandable.

■ **Friendly and Hostile Fires**—A very recent decision of the Supreme Court of the State of Kansas (*Youse v. Employers Fire Insurance Company, 238 P. 2d 472*) dealt with the following frequently arising fire insurance problem: Is the loss resulting from damage to property by a fire intentionally kindled in and confined to a place where fire was intended to burn, insured against under the terms of the standard fire insurance policy? The standard policy insures the policyholder's property against all direct loss or damage "by fire." The case in question afforded the court an opportunity to discuss the difference between *friendly* and *hostile* fires.

• **The Facts of the Case**. While the policy involved in this Kansas case was in force, the wife of the insured carried her ring, wrapped in a handkerchief, in her purse. On arriving at her home, she placed the handkerchief, together with some paper cleansing tissues, on the dresser in her bedroom. Later, her maid inadvertently picked up the handkerchief containing the ring and threw it, together with the cleansing tissues, into a wastebasket. Still later, another servant emptied the contents of the wastebasket into a trash burner at the rear of the premises and proceeded to burn the trash. The trash burner was intended for that purpose, the fire was intentionally lighted by the servant, and it was confined to that place. About a week later, the ring was found in the trash burner. It had been damaged to the extent of \$900.

The policyholder brought suit against the fire insurance company, claiming indemnity under the fire insurance policy; and he prevailed in the trial court. The Supreme Court of Kansas, however, reversed the judgment, holding that the fire in question was a "friendly fire" not covered by the policy. In order to recover damages sustained, the insured must show that the fire was a hostile, rather than a friendly, fire.

■ **Interpretation of Contract Terms**—Even though the standard fire insurance policy merely uses the words "..... against loss or damage by fire," words employed in contracts are to be construed in their plain, ordinary sense, so as to give effect to the intention of the parties. In everyday usage, one has not "had a fire" so long as it has burned only in the place where it was intended to burn and where fire ordinarily is maintained. A friendly fire refers to one that remains confined within the place intended, as a fire in a furnace, stove, or other usual place. However, when a friendly fire escapes from the place where it ought to be to some place where it ought not to be,

causing damage, it becomes a "hostile" fire, for which the insurer is liable. So it has been held that damage caused by smoke issuing from a lamp that is turned up too high or from a stovepipe that is defective, or by soot or smoke issuing from a defective furnace, is *not* to be considered as "directly caused by fire."

■ **What about Cigarette Losses?**—It has been stated that 60 per cent of all fire insurance claims consist of "cigarette" losses. In origin, of course, the lighting of a cigarette makes a friendly fire. When the cigarette is dropped inadvertently, or otherwise becomes dangerous to property, it would seem that the fire has become "hostile." Thus, fire caused by a lighted cigarette on a rug was held a hostile fire; the change of location from ash tray to rug changed its character and made it a fire out of place.

■ **Soot and Smoke Damage**—Where damage to merchandise of an insured was caused by smoke, soot, and fly ash that escaped from a furnace in the basement of the insured's store, the court denied recovery to the policyholder because there was no combustion outside the furnace, although the store was filled with smoke. But a fire in a chimney that was caused by the accidental ignition of soot, or the smoke issuing from such fire, has been held covered by the standard fire policy because the fire was intended to burn in the stove and not in the chimney.

■ **Basic Principle**—The principle underlying these cases is simply that the policy shall not be construed to protect the insured from injury consequent upon his negligent use or management of fire so long as it is confined to the place where it ought to be. But negligence or inadvertence on the part of the insured or his agents will not bar recovery provided the fire causing loss or damage is what is known in law as a "hostile" fire.

Teaching Devices

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■ **Typing Tips**—At the St. Mary's Lake Business-Education Conference that we talked about last month, Fred Cook (University of Michigan) gave some excellent typing tips. One was a device designed to induce each student to decide for himself just what technique is *most appropriate to him at the moment*. This is how it works:

Give your students three five-minute timed writings in a row, *emphasizing a different goal each time*. The first time, strive for *speed*; the second, for *continuity—a smoothly moving carriage*; the third, for *accuracy*. (Fred pointed out that he tried these goals in various rotations and that the order in which they were given seemed to have no effect on the results.) Put the scores from each test on the board, and let the students judge which goal achieved the best results. "Usually," he said, "the *continuity* goal is the winner."

I couldn't wait to get home to try it out on my summer-school students. Results? Well, I didn't find any one goal outstanding—*collectively*, that is. But the device worked wonders for helping each student find out just which of the *four* objectives worked best for him, even though some-

thing else worked better for his neighbor. Oh, yes, I threw in a fourth goal—"Type at the rate at which you feel most *relaxed and comfortable*." And I *didn't* put the scores on the board. (There were a couple of very poor students in the class.) Each fellow kept track of his own scores.

• **Another excellent device** that Fred uses kills two birds with one stone—it teaches composition at the machine and also serves as an excellent follow-up of typing films that he uses in class. He has each student compose *at the machine* a brief summary of the film he has just seen, covering these items: (1) What points in the film were especially helpful to you? (2) Was the film worth the time taken? (3) When, in the course, should the film have been shown? (4) Would you recommend the film for use next semester? With a ready flow of ideas, the student composes better at the machine; and summarizing what he has just seen is also a "clincher" for the pointers in the film.

■ **Predicting Skill in Shorthand**—Dr. Marion Lamb (Sacramento State College) gave some excellent, yet simple, devices for predicting skill in shorthand—things that any teacher can try—(1) Get the students' *longhand speed in copying from printed material*. It will be a pretty good index of their probable fluency in writing shorthand. (2) Get their *silent-reading rate* from printed copy. (This sometimes amazes you!) They should be able to read from shorthand plates, with practice, at one-half to two-thirds their printed-page rate. Some will equal or excel it. (3) Dictate a short letter (Dr. Lamb said this suggestion came straight from Mr. Leslie*) that the students write in longhand. This will give a good index of their command of punctuation, spelling, and letter form—and it will be highly indicative of their probable success in transcription.

• **Dr. Lamb** also suggested a technique of self-dictation for teaching students to do shorthand homework properly: After students have started to write, have them open their books; then say, "We are going to learn how to do homework properly. We are going to copy notes as one person reads. *Keep up with the reader but never ahead.*" Call on a *high-average* student to read. (Be prepared for the chorus of "We can't copy over *here* and write over *here!*") After one has read a few sentences, call on another high-average student, and so on. With a little practice, your students will discover that they *can* "copy over here" and "write over here," and homework is off to a fine start. Use the same device frequently as a classroom technique to get students to write more fluently.

■ **Some Ideas on Visual Aids**—In the mechanical-device departments, the conference brought to light two daylight projectors that project transparencies in real honest-to-goodness daylight. They should help stamp out the unfair-to-eye-sight crime that far too many visual (?) aids perpetrate against students. Look into the Viewgraph, manufactured by Charles Beseler, Newark, New Jersey, and the Visual Cast, made by Victorlite Industries, Inc., of Los Angeles.

■ **Dartnell Corporation Bulletins**—A "Not-For-Free" service, but one that is well worth the \$18 a year that it costs, especially for college-level departments, is the *Dartnell Management Service*, issued twice a month by The Dartnell Corporation, Chicago 40, Illinois. As an example, take a quick look at the "Better Letter Bulletin" (No. 27, 9-5-50), containing such things as "To increase the 'pull' of your letters, look for 'Soft Spots,'" with explanatory discussion and examples of real letters that *do*. Also, in the same folder, "The Biggest Fault in Business Letters," and reasons for not using "Yes, But" approach; also "Learn to Stop." That's not nearly *all* that one bulletin contains. Send for a sample if you are interested—or, send for one, and I'll bet my standard cup of coffee to all takers that you will be!

* Louis A. Leslie, "Picking the Losers in Transcription," *BUSINESS EDUCATION WORLD*, December, 1937, pp. 291-293.

Want-Ad Wisdom

Excellent reading for your graduating students

JULIA GAY

■ "How will I ever get a job if no one will interview me?" Jane Travis, a young friend, wailed recently. "Do you¹ know, I've answered over a dozen ads in the past ten days, and I haven't been called once for an interview?"

"What² do you say in your answers?" I asked Jane.

"Oh, nothing much."

"Perhaps that's your trouble," I told her.

After talking with³ Jane a few minutes longer, I found that she had answered advertisements for stenographic positions. Did she⁴ type her answer as a sample of her work, I asked. No, she had written it in long-hand. Had she used plain paper?⁵ Well, no, she had just happened to have some note paper handy—turquoise, with an orange flower in the corner. (It⁶ was not a very large flower, she explained hastily.) Had she included her past employment record and two⁷ or three references? No. She thought she would just wait until she was called for an interview. It was so much work⁸ writing out all that information when she didn't know whether they would even see her.

"In these days of high⁹ competition, if a person really wants a job, he has to sell himself *before* the interview," I told Jane. "You¹⁰ be over here with your want ads at seven tonight. We'll work out something that will make those people want to see you."¹¹

■ Jane was an attractive girl, capable, intelligent, and neat. Despite her apparent carelessness in answering¹² the ads, she is really conscientious and would be an asset to any office. I was sure that, once a¹³ prospective employer talked with her, he wouldn't hesitate to hire her. But Jane was selling herself short by not¹⁴ selling herself in her letter of application.

When I answered the telephone a few mornings later, it¹⁵ was Jane. "Guesss what?" her voice was high and excited. "I've already had two replies to those ads we answered! They want¹⁶ me for an interview! You certainly were right about so much depending on your application!"

Many people,¹⁷ like Jane, spoil their chances for good jobs by not realizing the importance of selling themselves in

their¹⁸ applications. They become disheartened when their letters aren't answered. Then, fearing they may find no employment at¹⁹ all, they grab at the first opportunity that comes along, even though it's far beneath their capabilities.²⁰ Had they only realized some of the pitfalls in answering a help-wanted ad, they might be happily employed²¹ today.

■ I had occasion recently to advertise for a secretary. The ad asked for qualifications,²² past experience, and references. Out of the twenty-three answers received, only two supplied the²³ complete information requested. Suzanne D. gave her qualifications and past experience but left out²⁴ any references. Helen H. wrote that she typed 70 words a minute and took shorthand at the rate of²⁵ 110. She gave more character references than necessary, but neglected the more important²⁶ information regarding her past experience.

One employer tells me he prefers middle-aged people in²⁷ his office and that nothing annoys him more than to call an applicant in and find he is still in his teens. "Why²⁸ doesn't a person who wants a job put his age on the application, as our ad requests? I don't like to²⁹ disappoint people any more than I like them to waste my time."

Another employer states that he hates to wade through³⁰ an applicant's four- or five-page single-spaced letter to find his qualifications. "If he's applying for a³¹ job as an accountant for a clothing firm, why does he include

his experience as a mechanic?" this man³² asks.

John K., however, likes to know of any and *all* past job experience, whether or not it is in the³³ same field as the job to be filled. The same goes for ability to operate various types of equipment³⁴ and office machines. "For example," he says, "we might advertise for a typist and fill this position right away.³⁵ In the meantime, a job might open for someone with PBX experience. If a likely candidate³⁶ applied for the typing position after it was filled, but mentioned that she could operate a PBX, our³⁷ knowledge of this secondary skill might enable us to employ her temporarily in the PBX³⁸ capacity until there is an opening for a typist."

In my research, I talked to one final employer.³⁹ "The thing that gets me is that applicants invariably leave out dates on their job-history résumés.⁴⁰ You can't tell whether they're talking about the first job or the last one. Neither can you tell how long they've been on any⁴¹ particular job," he complained. "And they often neglect to put in the reason for leaving. You don't know whether⁴² they left because they wanted a better job or because they were fired."

■ Just how do you know which type of employer's⁴³ ad you're answering? How do you know whether putting in certain information is going to please or⁴⁴ irritate him? The answer is simple. Prepare a short, concise, letter with a separate job-history résumé.⁴⁵ This pleases all employers, helps to impress rather than depress them.

At the end of this article, you will⁴⁶ find a sample form of this simple résumé.* Notice that outline style is used so that the employer can see⁴⁷ at a glance your qualifications, your age, your marital status, just whom you have worked for, how long you were there,⁴⁸ your reason for leaving, your various skills and hobbies, whether or not you own a car, and your educational⁴⁹ background. It enables the prospective employer who wants all this information to have it, while it allows⁵⁰ the employer who wants only portions of the data to pick out the part he is interested in without having⁵¹ to wade through pages of irrelevant material.

*CROSS INDEX

Each month BUSINESS EDUCATION WORLD presents some 4,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in Gregg shorthand in the same month's issue of *Today's Secretary*. Through the use of the cross index given here, these dictation materials serve also as a ready key to shorthand plates in that magazine. The materials presented here are counted in units of 20 standard words.

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* SEE TODAY'S SECRETARY, MAY, 1952, page 436.

Consider these reasons for deciding on Royal Electric



Remember that Royal Standard is preferred $2\frac{1}{4}$ to 1 over any other make by girls who type, according to surveys.

Royal Electric has the same built-in quality and time-saving features as Royal Standard, *plus electric power.*

With Royal Electric there is less operator-fatigue. The operator herself turns out more work per day and turns out better work. "Relaxed" typing is encouraged. Is it any wonder that the business world is turning more and more to Royal Electric Typewriters?

You want to prepare your students to meet this business trend. You want to give them instruction on Royal Electric, the business world's favorite Royal Standard *with power added.*

ROYAL

STANDARD • PORTABLE • ELECTRIC

*Made by the world's largest
manufacturer of typewriters*

Royal Typewriter Company, Inc., Dept M5
2 Park Avenue, New York 16, N. Y.

I would like my students to see a classroom demonstration
of the Royal Electric without obligation.

SCHOOL _____

ADDRESS _____

NAME _____

■ **This record of your past employment** should start with the⁵² last job you held—with your present job if you are now working. After you have filled in all the information called⁵³ for, give the same details of your previous job. Then tell about the job before that, and the job before that. Space⁵⁴ doesn't permit our sample's indicating more than two jobs. However, keep on listing each job back to the first⁵⁵ job you held.

Of course, if your employment period extends over many years, limit your history to the⁵⁶ past seven or eight years. If you've held twelve or fifteen jobs, naturally you can't list them all. List only the later⁵⁷ positions or the ones you feel most pertinent in helping you obtain this particular job.

By all means,⁵⁸ type your job-history as well as the letter. Only the letters need be originals, the job-histories⁵⁹ can be carbons. Be sure that you keep a copy so that you will have all the information on hand should you look⁶⁰ for another job at a later date.

■ **A separate letter** enables your would-be employer to expedite⁶¹ matters. If your qualifications must be approved by a second department, the personnel office often⁶² holds the original letter as a check against undue delay. Or, in the event the job has already⁶³ been filled, the company can detach your job-history sheet and return it, saving you the time of making⁶⁴ a new job-experience record for your next application.

Your letter should be brief and to the point. Here is⁶⁵ a sample letter you might use as a pattern:

460 South Rand Drive
Bartonville, California
May 14,⁶⁶ 1952

Box 450
Bartonville Times
415 Main Street
Bartonville, California⁶⁷
Gentlemen:

Please consider this my application for the secretarial position you advertise in⁶⁸ this morning's paper. The enclosed résumé contains a record of my experience and all the other⁶⁹ information you request.

I should like very much to have a talk with you in order that you can better judge my⁷⁰ qualifications. I shall be glad to come to your office for an interview at any time convenient to⁷¹ you.

Very truly yours,

Enc. (Miss) Jean Billings

■ **Remember**—the plainer the stationery, the better.⁷² Regular white typing paper is ideal. Dr. David H. Fink, prominent Beverly Hills psychiatrist,⁷³ states that stationery and ink often indicate the type of person the letter writer is. It might be well⁷⁴ to bear that in mind the next time you are answering an ad and are tempted to use gaudy stationery and⁷⁵ flashy ink. Also beware of erasure, lipstick stains, or dirt

smudges. These indicate that you are not a very⁷⁶ neat person.

Finally, remember that your answer to the help-wanted ad is your advertising. It is⁷⁷ your publicity, your sales talk. It is a promise of what's to follow. If you make the package pretty enough,⁷⁸ the advertising strong enough, and the sales talk convincing enough, you'll sell yourself *before* the interview. And⁷⁹ selling yourself *before* the interview usually makes getting the job a cinch. (1595)

Junior O. G. A. Test

Hello Ada! I'll be kept busy on the night of the prom since I'm on the entertainment committee.¹ My escort, you know, is from outside town and he doesn't know any of the girls or fellows around here. Can you² and Jack help entertain him? After the prom we're having a gathering at my place. We'll have a buffet supper³ all ready for us. Try to be ready by 8:30. We'll pick you up then. As ever, Rita. (77)

O. G. A. Membership Test

■ **In your position** as secretary, study every situation that arises, even when it requires¹ no action on your part. What would you do about it? If the decision rests with your employer, observe how² he handles it and then follow it through to see what the results of that decision were.

You might be called upon³ sometime to make a similar decision entirely by yourself. Would your plan have been better or as good?

You⁴ can learn much from the daily dictation. Such inside information puts you in possession of facts that are⁵ invaluable in a position where quick decisions must be made. The most fruitful source of acquiring this⁶ initiative is the place where you now are—the desk of the secretary to a busy executive. Your⁷ position there gives you an enviable opportunity to develop executive capacity⁸ yourself. It is the finest of training grounds today for the job higher up that is your goal for tomorrow. (179)

The Gentle Art of Cluttering Up a Desk

■ **By 10:00 A.M.** does your desk have about it an air of frantic desperation? Do you often find it necessary¹ to beat the papers you have strewed about to find your mislaid pencil? When you're talking on the telephone,² do you find it necessary to fight a verbal delaying action while you dive into the debris in search³ of scrap paper? If you put an item in your desk drawer, does it take several hours to find it again? And, while⁴ looking, do you find notes on jobs that should have been done weeks ago?

If you answer negatively to any⁵ or all of these questions, your office indoctrination can hardly be considered complete. The art of cluttering⁶ up a desk is one of the oldest and most carefully preserved of office traditions. It should be done in⁷ accordance with techniques developed over the years—as follows:

■ **Always put off** doing the hardest jobs until⁸ the end of the day. Since you will not, of course, have time to work on them then, it is frequently possible to keep⁹ at least one job pending a month or more. When stacks of paper on your desk get so high that you can't spy the boss coming¹⁰ from any side, shove part of your work far to the back of your bottom desk drawer. By following this simple¹¹ procedure, you can sometimes lose work so completely that it will not be rediscovered for twenty or thirty years.¹²

If you start a job and for some reason do not finish it, put it back with your other work. This not only¹³ contributes to your confusion but also wastes twenty or thirty minutes a day. The next time you pick up that¹⁴ particular job, it will take several minutes to figure out what you were doing with it.

When you make notes, never¹⁵ put them under the telephone, on a hook, or any place else where they might be found. Throw them into a stack¹⁶ of unrelated work, where you will not find them until several weeks later. By that time, it will either be¹⁷ too late or you will have created an office crisis.

■ **Keep your typing supplies**—carbon paper, letterheads,¹⁸ envelopes, and second sheets—in four different drawers. This, of course, not only helps clutter up the desk but also wastes¹⁹ a great deal of time when you come to transcribe.

Keep as many personal items in your desk as possible. Old²⁰ letters, empty ink bottles, dried-up bottles of glue, used-up notebooks, broken emery boards, and last year's desk²¹ calendar will help make your desk look like an abandoned junk heap.

■ **By following** these few simple rules, one person can²² easily wreck the most foolproof office system, give the boss the jitters, and become the most heartily disliked²³ person in the organization. (466) Mary Mostert

The Mechanical Doll

The conclusion of the story you began last month.

JERRY CHURCH

■ Alice's eyes sparkled. She had a plan she knew would help her boss. Mr. Richards had declined to give any⁴⁴ information about himself for publication, but he had not said that he would object to an article about⁴⁵ himself appearing in *Toy World*!

It might be a fine point, Alice thought, but she was willing to take a chance. She⁴⁶ had become familiar with Mr. Richards' important contributions to the toy industry, and she was well⁴⁷ acquainted with the branch office that he had set up and directed. Her heart skipped a beat at the thought. Why shouldn't⁴⁸ she give Frieda the information she needed so that *Toy World* could go ahead and publish the story anyway?⁴⁹ Mr. Richards wouldn't have to know anything about it until the magazine came out!

The telephone⁵⁰ rang. It was Frieda, concerned over the failure of her interview with Mr. Richards. Gathering her courage,⁵¹ Alice told her friend about her own plan, and waited tensely for Frieda's reply.

■ There was a pause before Frieda⁵² spoke. "Alice, the idea startled me for a moment. But I'm for it! Wait until I get some paper and pencils,⁵³ and then start talking. Tell me all you know about Mr. Frank Richards. I'll finish the article tonight and⁵⁴ take it in to *Toy World* tomorrow."

For the next half hour Alice talked about Mr. Richards and his work, about⁵⁵ dolls, toys, and games. She was thankful that her memory was good and that her work had always interested her, for⁵⁶ she had to give dates and descriptions for each new item that Mr. Richards had developed. She described the branch⁵⁷ he had set up and the part it played in General Industries. She told about the files of designs, and the⁵⁸ cabinets containing thousands of Mr. Richards' models. At the other end of the line, Frieda would interject⁵⁹ an occasional request for further information about some point.

"And that's about all," Alice said finally.⁶⁰ . . . "Except for the mechanical doll."

"The mechanical doll?" questioned Frieda. "What's the story on that?"

Alice⁶¹ explained that the mechanical doll was the last thing on which Mr. Richards had been working. It had promised to⁶² be by far the best one on the market, but it was still unfinished.

Frieda was silent for a moment. Then she⁶³ asked, "Alice, how long would it have taken Mr. Richards to complete the doll when he was his usual self?"

Alice⁶⁴ thought. "Not more than a few days, if he were working as he always did in the past. . . . Frieda. . . . I know what you're thinking.⁶⁵ If we say the new mechanical doll is already complete, then Mr. Richards will have to finish it!"⁶⁶

"Or finish us," said Frieda. "But we may as well carry this all the way through, now. I'll write it like that. And we had⁶⁷ both better hope for the best."

■ The two friends had lunch together the next day, and Alice gave Frieda a photograph⁶⁸ of Mr. Richards that she had found in the files. Frieda seemed in a gay and confident mood, and her infectious⁶⁹ good spirits had their effect on Alice. She also was soon laughing and talking merrily. Frieda had just come⁷⁰ from the offices of *Toy World*. Since the magazine would soon go to press, the editor had read and approved the⁷¹ article without delay. The photograph would be just in time.

A few days later Alice arrived at the office⁷² earlier than usual. Under her arm she carried a copy of *Toy World*. On the front cover was a⁷³ picture of Mr. Richards, and inside was a feature article by Frieda Houston titled "Frank Richards, Leading⁷⁴ Toy Designer." Her heart thumping, but her courage high, Alice went to Mr. Richards' desk. In the very center⁷⁵ of it she placed the new issue of *Toy World*. She was at her own desk, absorbed in her notes, when her employer⁷⁶ entered.

He sat down at his desk. He didn't say a word. The silence became heavy—oppressive. Alice could feel⁷⁷ her tongue becoming dry, and prickles chased across her scalp. When is something going to happen?

■ Then it came. And Alice⁷⁸ was almost unprepared for it because he had grown so quiet, so different, during the last weeks.

"What in⁷⁹ thunder is the meaning of this? That nervy young woman has the gall to write an article about me? And, by⁸⁰ heavens, you must have been in on it, too!"

For a full minute, Mr. Richards sputtered and raged. Alice, at first almost⁸¹ terrified from the outburst, quickly began to regain her composure. When he finally paused for breath, she⁸² was her usual cool self.

"Mr. Richards," she said, "there isn't a thing in that article that isn't true. . . . And⁸³ you should be ashamed of yourself," she added, "for acting like this."

He gazed at her in astonishment, as if⁸⁴ unable to believe his ears. His mouth opened, but no words came out. He suddenly sat down at his desk.

"Perhaps just⁸⁵ one little thing isn't true," Alice said calmly. "The article says that the model of your new mechanical⁸⁶ doll is completed . . . and, of course, it isn't completed." She sighed.

■ Mr. Richards whirled around to face her. "So, you⁸⁷ think that will make a monkey out of me! Well, just give me forty-eight hours, just forty-eight hours, and the trade will see⁸⁸ the most amazing mechanical doll ever dreamed of!"

He glared at Alice. Then, slowly, the lines seemed to disappear⁸⁹ from his face, and the tired look left his eyes. He smiled the smile that Alice hadn't seen during all those past weeks of⁹⁰ worry. She knew now that the battle had been won.

"Come on, Alice, let's get busy!" (1814)

BOOKKEEPING CONTEST RULES

The May Bookkeeping Contest appears on pages 442 and 443.

1. Students enrolled in business education classes everywhere are eligible to participate. Reprints of the contest problems may be purchased from BEW at 5 cents each or by subscription: 10 tests a month, for nine months, cost only \$2; each additional subscription for nine months, 20 cents.

2. Either teachers or student judges may select the papers to be certified, but the teacher must write and sign the statement that certifies to the eligibility of the students named.

3. Print or type a list of the names of students who prepare acceptable papers. Indicate beside each name whether the student is to receive (a) the junior award, (b) the senior award, or (c) the superior award, and whether application is made for a Certificate of Achievement (fee, 10 cents), a gold-and-enamel O.B.E. pin (fee, 50 cents), or both (fee, 60 cents).

4. If 15 or more students qualify on any or all problems and are named on the teacher's letter, select the one best paper and attach it to the list of names; if, upon examination by BEW judges, the paper is found completely satisfactory, the "best" student will receive BEW's junior or senior O.B.E. pin free. Moreover, after the judges have examined all the best papers, a special Honorable Mention list of "the best of the best" student bookkeepers will subsequently be published in this magazine.

5. Mail the list of names, the one best paper, and a check or money order covering the fees to: Awards Department, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, New York. DEADLINE DATE: May 29, 1952.

6. Judges are Milton Briggs, Walter M. Lange, and Dr. Alan C. Lloyd. Decisions of the judges are final.



Says this plain and timely message: These days of national defense pressure, businessmen have been probing the industrial processes, looking for economies and short-cuts, when *paperwork* offers the greatest opportunity for savings and speed-ups. All of business, all of industry, is only dead equipment without paperwork to *make it go!*

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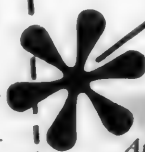
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Fortune, Business Week, etc.



PEOPLE

■ Promotions and Appointments—

• ROBERT M. SWANSON, assistant professor at Thiel College (Greenville, Pennsylvania), has been named head of the Business Education Department. He joined the Thiel staff in September, 1948, as instructor in economics.

• MARIE S. DE ROSA, formerly an instructor at the Paterson (New Jersey) State Teachers College and recently a member of the faculty at the Sherwood School of Business, in Paterson, has been appointed director of the school.

• ELIZABETH E. BURGER, who has taught at Rockville (Connecticut) High School, Edgewood and Hillyer Junior Colleges, and Skidmore College, has been appointed instructor in stenographic subjects at the Albany (New York) State Teachers College.

• LUCILLE PARKER IRVINE, now appointed to the staff of DR. SAMUEL WANOUS at the University of California in Los Angeles.

■ Bereavements—

• ANNIE ROYSE, for many years a teacher in Columbia, South Carolina, and one of the best-known and most-beloved business teachers in the South, died suddenly in March, of cerebral hemorrhage.

• ELIZABETH IRISH, a pioneer in mid-western business education, died on March 11 at her home, at the age of 96. She was founder of the Irish Business College in Iowa City in 1895 and operated the school personally until 1940, when she retired at the age of 84. Miss Irish was the first woman to hold a secretarial position in Iowa City and enjoyed a long life of professional and civic activities. She had received many honors in recent years.

• CHARLES HEINRICH LANGER, 75, president of the Walton School of Commerce and of the Walton Publishing Company, of Chicago, died suddenly on February 20. Mr. Langer was a pioneer in the field of accounting education and the development of the profession of accountancy. In 1910 he and the late Seymour Walton, both instructors at Northwestern University and partners in a public accounting firm, founded the Walton School of Commerce to meet the growing need for a school specializing in accounting training. A prolific writer, he was the author of many texts and articles on accounting and related subjects, and he was known as a leader in the establishment of ethical standards for the profession.

Surviving is his widow, the former ORA L. PADGET.

■ Private Lives—

• REATHEL BIELEFELDT, business teacher at West High School, Aurora, Illinois, knows all about mayors and bachelors: she was selected as Mayor For a Day in Aurora's quadrennial Leap-Year Day observances. Other ladies—but here is Miss (still) Bielefeldt's account to B.E.W.:

"On Leap-Year Day, my crew of lady policemen, aldermen, and firemen jailed all bachelors. They were given a trial



Miss Bielefeldt . . . Mayor for a Day

to testify to their reasons for their single status and then were fined by the police magistrate. The fine was either a donation to the Heart Fund (the amount set by the victim) or the donation of a pint of blood to the Red Cross. We collected about 500 willing bachelors, \$600 for the Heart Fund, and 30 pints of blood.

"Since that day, I have been receiving many letters from scattered places—New York City, Louisiana, Puerto Rico, Japan. Some of them are inquiries about our Leap-Year activities, and some contain promising marriage proposals, none of which have been accepted!"

• FANNIE L. WEBB, proprietor of Webb's Business College, in Franklin, Virginia, has received a signal honor at the hands of Franklin leaders—selection as First Citizen of the city. She is the first person ever to be so honored. She has conducted her school since 1903.

• DR. D. D. LESSENBERRY, University of Pittsburgh, was honored by his fellow Pennsylvanians at the April 19 meeting of the western division of the Pennsylvania BEA: a plaque for his contributions to business education in Pennsylvania.

• CHARLES G. REIGNER, president of The H. M. Rowe (publishing) Company, recently received another academic honor. Waynesburg College, a liberal-arts college founded in 1849 in Waynesburg, Pennsylvania, conferred on him the honorary degree of Doctor of Laws at the College's midyear convocation. The citation by President PAUL R. STEWART, of Waynesburg, recounted Dr. Reigner's contributions to education and literature. In 1950, Hampden-Sydney College (Virginia) conferred on Doctor Reigner the honorary degree of Doctor of Literature.

EDUCATION NEWS

■ Gregg College to Northwestern—The Gregg College (Chicago) becomes the Gregg Division of the School of Commerce of Northwestern University on June 1. Announcement of its transfer to the University as a gift from the McGraw-Hill Book Company, owner of the College, was made on April 9 in ceremonies participated in by DR. J. ROSCOE MILLER, president of Northwestern, and CURTIS G. BENJAMIN, president of McGraw-Hill Book.

• Gregg College was established in 1896 by John Robert Gregg, inventor of Gregg Shorthand. As the Gregg Division of Northwestern, the College will be located on the University's Chicago campus. Both day and evening classes in Secretarial Science and Shorthand Reporting will be offered, with credits applicable to a University degree. Special summer courses for business teachers (see page 436) will be continued.

• Said President Miller, "The University is pleased to add the Gregg program to its day and evening curricula on the Chicago campus of Northwestern. Gregg College has long been known as an outstanding school . . . and we feel indeed fortunate for the opportunity to continue its program."

• Said President Benjamin, "The Gregg College name, so well known throughout the world, will be even more meaningful in this new atmosphere . . . enhanced in its affiliation with this fine university."

■ Film Directory—Publication of the *Blue Book of 16mm Films* for 1952, containing a classified listing of 7,000 films, has been announced by *Educational Screen* (\$1.50; 64 East Lake Street, Chicago 1). It gives full data

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Dallas 1.....2210 Pacific Avenue
Toronto 4.....253 Spadina Rd.
London W.C. 1.....51 Russell Square

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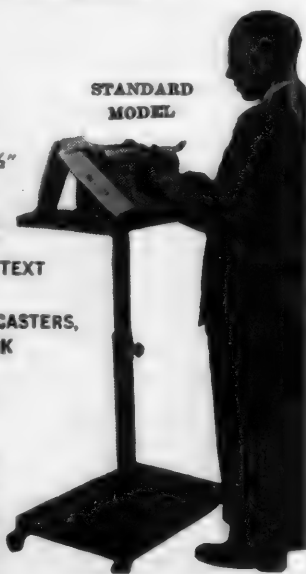
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■ **\$300 a Month**—Ordinarily the Big Companies send their employment scouts onto college campuses in April; this year, because they have more jobs to offer and because there will be fewer graduates in the June, 1952, class, the scouts appeared in February. It's a *contact*, not *contract*, scouting mission, however; many a college senior used his Easter vacation for a visit to the home office.

The key salary figure for the graduates will be around \$300 this year (10 to 15 per cent higher than last year)—engineering students will average a little above that figure and commerce and liberal-arts graduates a little below \$300, says the family-economics bureau of Northwestern National Life Insurance Company, which annually surveys the June employment market for college graduates.

■ **He Probed the G.I. School Program**—REP. OLIN E. TEAGUE (Texas) is the head of the House Select Committee to Investigate Educational and Training Programs. The committee has investigated G.I. training. Mr. Teague emerges as its strongest advocate—and the severest critic of the veteran program conducted since World War II.

• **Flaws.** He finds abuses by all levels of participants. In a nutshell: Too many schools were started without previous experience and were allowed to charge too much for poor offerings . . . there was falsification of charges and attendance records . . . 90 criminal cases are being called before the courts . . . policies about colleges' providing books, tools, and supplies have not been satisfactory to either the colleges or VA . . . many veterans "trained" for jobs in which they were already proficient . . . inadequate supervision by state inspection agencies . . . too many elaborate training programs for unskilled occupations . . . some veterans conspired to get benefits to which they were not entitled . . . state approving agencies, particularly in Pennsylvania, have been at fault, too . . . the VA overcentralized authority in Washington, which resulted in indecision in regional offices, confusion, delays.

• **Benefits.** But the official report is couched in such terms as "a few," "now and then," "here and there," "a minority." In general, "The educational program has prevented serious national problems of unemployment, unrest, and dissatisfaction among veterans," says the Teague report.

• **Korea Veterans.** Now, logically enough, the Teague committee is draft-



YOU WOULD NOT THINK that business teachers would get up before dawn to witness a typewriting demonstration, but such is the case: When Alan Lloyd (at coffee urn) was in Springfield, Missouri, he had to catch a 10 a.m. plane; so, program began at 8 a.m. More than 150 teachers attended, encouraged by strong local promotion and promise of coffee and doughnuts thoughtfully provided by Pi Omega Pi.

ing new legislation to square up the program for "Korean veterans" with what the committee has learned about the earlier G.I. school program. Tentative features of the new acts: Eligibility is computed on 1½ days in school for 1 day in service, with maximum of 36 months . . . trainees could change their program once . . . schools must have at least 25 per cent nonveterans . . . funds would go directly to the veteran, who would pay his own tuition, book bills, etc. (instead of the school's sending the bill to the VA), and keep the rest of his money as his subsistence . . . amount would be \$110 a month for single men, \$150 a month for those with dependents . . . rate fixing by VA, with its attendant contracting, vouchering, etc., is eliminated . . . definitions of course hours, obligations of state approving agencies, etc., are meticulously defined . . . no trainees could go to schools less than a year old.

■ **Chicago Office Management**—Some worth-knowing gleanings from the winter Business Show of the Office Management Association of Chicago:

- "Unfair and unreasonable tax rates" are a handicap in management's problem of attracting and developing executive personnel, according to Leonard Spacek, partner of Arthur Anderson & Co., for upper tax brackets "are driving men and women to weigh very carefully the sacrifice in terms of work and worry necessary to reach and handle management jobs for the relatively small benefits received from the higher compensation."

- "High school students should be encouraged to finish school," said Dr. Russell N. Cansler, director of the Evening Division of Northwestern University School of Commerce; "the loss of

potential office workers as dropouts is a real threat to business."

- "More and more paper work" is required to "support an increasingly complex business system," Ray Eppert, executive v.p. of Burroughs Adding Machine Company, told a management seminar. He pointed out that "fifty years ago there was one office employee for every 30 production workers; fifteen years ago, that same office worker was able to take care of only 10 factory employees; today it is doubtful whether he is able to 'support' more than 2½."

GROUPS

■ **First Mountain-Plains Convention**—The University of Denver will be host to the first convention of the new Mountain-Plains Business Education Association on June 26-28. In addition to organizational meetings that will set up the new association, a full-fledged convention program of general and sectional meetings will be held on the theme of "Organization toward Better Business Education."

- *Special interest* will center on the Denver meeting because the United Business Education Association, with which the new organization is expected to associate, will hold its annual Representative Assembly in Denver at the same time.

- *The program* is therefore sparkling with name personalities in business education; the new organization is getting off to a brilliant start. Sectional meetings will deal with instructional methods in typewriting, shorthand, distributive education, office practice, and general business.

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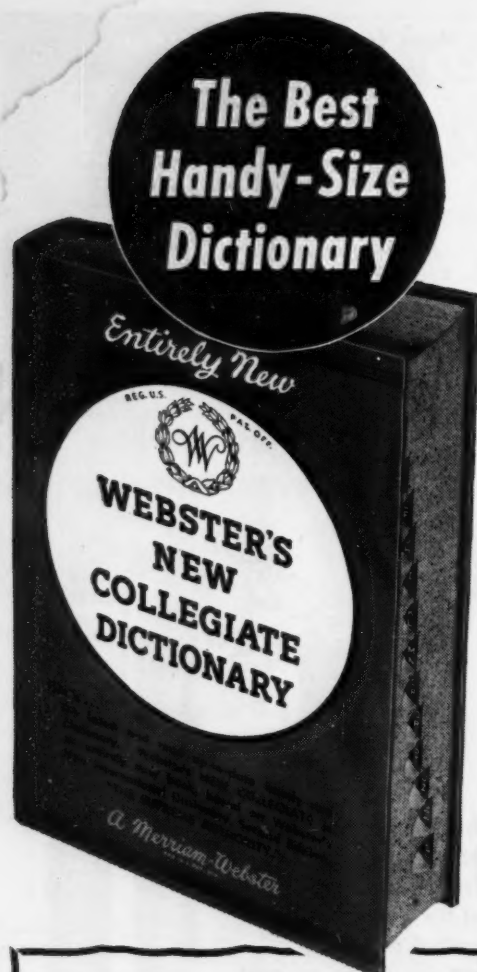
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• EARL G. NICKS is general chairman of the convention; his address: 1445 Cleveland Place, Denver 2.

■ **Something New for NBTA**—You'll be able to enjoy both the convention of the National Business Teachers Association and your Christmastime holidays this December: Departing from precedent, the NBTA Executive Board has set the convention dates to open on Sunday evening, December 28 (long enough after Christmas to make possible Christmas at home), and to close late on Tuesday, December 30 (in plenty of time to be home for the New Year's Eve).

• In addition to setting the dates for the convention, President PAUL F. MUSE and the Executive Board have also appointed several convention administrators: DR. H. G. ENTERLINE, to be in charge of the "Problems Clinic"; ENOS PERRY, local chairman; HOWARD WHELAND, membership chairman; MARY YOCUM, convention program co-ordinator; TOM DODDS, convention co-ordinator; PAUL M. PAIR, preconvention News editor; CLARENCE CAREY, convention News editor; PERLE MARIE PARVIS, publicity chairman; DR. LEWIS TOLL, manager of school exhibits; DR. RUSSELL HOSLER, exhibits manager, assisted by ROBERT STICKLER.

• NBTA dues for 1951-1952, which includes convention privileges, are payable now to NBTA Secretary LESLIE J. WHALE, 467 West Hancock Street, De-

troit 1. The dues are still only \$3—which is something of a financial mystery, since members receive also the \$3.75 *American Business Education Yearbook* and the \$2 *American Business Education Quarterly*.

■ **New Officers**—Recently reported:

• **South Carolina B.E.A.:** JANETTE HELLAMS (Greenwood), president; MRS. TERESA PRICE (Gilbert), vice-president; and ANITA MCCLIMON (Greer), secretary.

• **Texas Junior College Business Teachers:** MISS JOHNNY ARMSTRONG (Tyler), chairman; WILLIAM S. MCCLUNG (Weatherford), vice-chairman; and MRS. CHARLOTTE SULLIVAN (Big Spring), secretary.

■ **Refreshingly Different**—When some 130 delegates attended the eleventh annual Business Education Conference at the Woman's College of the University of North Carolina, on March 22, they encountered—and enjoyed—something different and basic in business-education conference programs: an emphasis on business's economic rather than educational aspects.

The conferees heard DR. R. P. BRECHT (University of Pennsylvania and International president of NOMA) define capitalism and business education's role in defending it and instilling it in students. The same theme was carried out by other speakers. No methods. No demonstrations. With tea served by the undergraduates.



FIRST ALL-MEN CHAPTER of Pi Omega Pi, honorary fraternity for business teachers, is the Gamma Lambda chapter recently installed by National President George A. Wagoner and Pi Omega Pi Editor William Pasewark at the Virginia Polytechnic Institute. Shown after the installation: (seated) George Wagoner; Dr. Harry Huffman, faculty sponsor of the new chapter; Samuel T. Isaac, president of the new chapter; and William Pasewark; (standing) Charles Ward; Richard Greene; Harvey L. Coppage; S. C. Andrews, V.P.I. faculty member and an honorary initiate; Noble L. Moore; J. Ray Hall; and Lloyd E. Gaskins.



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■ **New Copyholder**—A new copyholder, called the Roll-A-Line, has been announced by Roll-A-Line, Inc., P. O. Box 5061, Tulsa 16, Oklahoma. The manufacturer calls it the most versatile copyholder that has ever been offered to the business world.

• **Features:** Automatic spacing—never overspaces, cannot underspace; manual spacing—simply trip the latch, disengaging the automatic feature for manual operation; collapsible for storage; any width copy can be used; the reading line is completely underscored at all times.

■ **New Headset for Daylong Comfort**—A new model, specially designed to permit wearing all day without fatigue, has been added to the line of Telex headsets. This new Dynaset model, with under-the-chin styling and light weight, gives daylong comfort to the wearer. Among additional features is a higher fidelity range, permitting more exact reproduction of highs and lows of both music and speech. Manufactured by Telex, Inc., Telex Park, St. Paul 1, Minnesota.

■ **New Auto-Typist Model**—The development of the new Model 5216 Selector Auto-typist has been announced by the American Automatic Typewriter Company, 614 North Carpenter Street, Chicago 22. On repetitive correspondence, such as form letters, collections, and



circulars, a saving up to 40 per cent may be expected, says the manufacturer. Each letter is typed at 2½ times the manual rate, *without error*.

• **Operation.** The operator merely preselects the letter or combination of

paragraphs that have been chosen by the correspondent, and the Auto-typist automatically picks out the letter (or paragraphs) and types it without further attention.

Engineered for electric typewriters exclusively, the new machine has 16 selector buttons for automatic selectivity of letters or paragraphs. Complete information can be obtained from the manufacturer.

■ **Direct-Mail Department in One Package**—A handy carrying case about the size of an ordinary tackle box contains two new machines and all supplies required to print and address postcards, announcements, advertising pieces and forms in the home, school, or office. Called the Dupli-Kit, this con-



venient little outfit does an hour's work in six minutes—at an approximate cost of a few cents per thousand pieces.

• **Basic units** in the Dupli-Kit are the Portable Printer and the Portable Addresser. The Printer accommodates a low-cost stencil on which messages are typed, written, or drawn. Automatically inked, it will print such things as envelope stuffers, shipping tags, and menus. The Addresser utilizes a roll of paper, comparable to the film roll in a camera, on which up to 250 addresses are typed. With a single, one-hand motion, the address is "rolled on"; each roll can be used for 100 or more impressions. The manufacturer is The Heyer Corporation, 1850 South Kostner Avenue, Chicago 23.

■ **Two-in-One Comptometer**—The Felt & Tarrant Manufacturing Company, 1735 N. Paulina Street, Chicago, has introduced the new Dual-Action Comptometer adding-calculating machine. The machine has two independent keyboards, two cancelling levers, and a divided-answer register. The outstanding feature is that the operator can calculate on the right half of the keyboard and accumulate totals on the left half. Totals on the right or calculating side may be cancelled independently of the accumulating side.

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Wits and Wags

■ **A lady** was visiting a training camp. She saw a recruit going around the parade ground with a sharp-pointed stick, spearing cigarette stubs and paper. Stopping him, she asked: "Doesn't that sort of work fatigue you a great deal?" "Oh, no," replied the soldier. "I was born to it. My father used to harpoon whales."

■ **"I've finished with that girl."**
"Why?"
"She asked if I danced."
"What's so insulting about that?"
"I was dancing with her when she asked me."

■ **Wife:** I'm going to speak my mind.
Husband: Silence, at last!

■ **Husband:** I'm extravagant? When did I ever make a useless purchase?

Wife: Two years ago when you bought that fire extinguisher. We haven't used it once!

■ **A motorist** was helping his extremely fat victim to rise. "Couldn't you have gone around me?" growled the victim. "Sorry," said the motorist, sadly. "I wasn't sure whether I had enough gasoline."

■ **"It's so good of you, doctor, to have come this far to see my husband."**

"Not at all, madam, not at all; I have a patient next door, so I thought I'd just kill two birds with one stone."